

INTERNATIONAL EDITION

**BASIC**

# **E ENGLISH GRAMMAR**



Third Edition

*with Answer Key*



PEARSON  
Longman

**Betty Schramper Azar  
Stacy A. Hagen**



Photograph by Celia Bartram

Dear ESL/EFL colleagues,

I once met a teacher who had recently used one of my texts in her class. At the end of the term, one of her students said to her, "Thank you for teaching me the secrets of English."

I still smile when I think of that comment. Of course, we know there are no "secrets," but I think I understand what the student meant—that it's sometimes helpful to understand what's going on underneath the surface of a language. A second language can seem so dizzying and random. A little information about its patterns can help students make sense of it and give them a foundation for language growth.

The first book in the Azar series was published in 1981. It was the blue book, *Understanding and Using English Grammar*, which grew out of many years of creating my own materials for my own classes. I then wrote two other texts, the red and the black, creating *The Azar Grammar Series*.

All of the texts have undergone revisions over the years with many evolutionary changes, especially in the use of more interactive and communicative activities. But throughout this time, the original vision remains as stated in the very first book: the goal is the development of all usage skills from a grammar base by giving clear grammar information and employing a variety of practice modes, from controlled response to open communicative interaction.

When I published the first book, I hoped maybe a few other teachers might find the textbook useful, too. In all honesty, I never imagined there were so many teachers like myself who found a grammar-based skills approach to be effective and appropriate for their students. It turns out we are legion.

During the naturalist approach heyday in the 80s and into the 90s, when advocates of zero grammar held sway, grammar instruction largely disappeared from school curricula for native speakers of English. But because of teacher support for grammar-based materials like mine, grammar teaching did not disappear from curricula for second language learners.

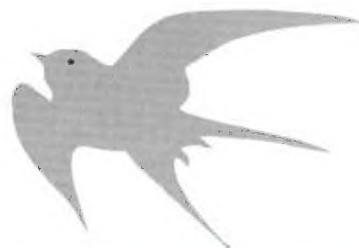
Because of you, grammar is today a viable and vigorous component in the ESL/EFL classroom—much to our students' benefit. A great deal of current research shows that many if not most of our students benefit greatly from a grammar component blended with other approaches in a well-balanced program of second language instruction. Together we have served our students well.

My hat is off to you.

Betty Azar  
Whidbey Island, Washington  
2006

**BASIC**

# **ENGLISH GRAMMAR**



Third Edition



*with Answer Key*



**Betty Schramper Azar**  
**Stacy A. Hagen**

**Basic English Grammar, Third Edition  
with Answer Key**

Copyright © 2006, 1996, 1984 by Betty Schramper Azar  
All rights reserved.

No part of this publication may be reproduced,  
stored in a retrieval system, or transmitted  
in any form or by any means, electronic, mechanical,  
photocopying, recording, or otherwise,  
without the prior permission of the publisher.

Azar Associates  
Shelley Hartle, Editor  
Susan Van Etten, Manager

Pearson Education, 10 Bank Street, White Plains, NY 10606

Editorial manager: Pam Fishman  
Project manager: Margo Grant  
Development editor: Janet Johnston  
Production supervisor: Melissa Leyva  
Senior production editor: Robert Ruvo  
Director of manufacturing: Patrice Fraccio  
Senior manufacturing buyer: Nancy Flaggman  
Cover design: Pat Wosczyk  
Text composition: Carlisle Communications, Ltd.  
Text font: 11/13 Plantin  
Illustrations: Don Martinetti

**Library of Congress Cataloging-in-Publication Data**

Azar, Betty Schramper, 1941-  
Basic English grammar / Betty Schramper Azar. -- 3rd ed.  
p. cm.  
ISBN 0-13-184937-9 (pbk.) -- ISBN 0-13-184412-1 (pbk.) -- ISBN  
0-13-195734-1 (pbk.) -- ISBN 0-13-195733-3 (pbk.) -- ISBN  
0-13-195436-9  
(pbk.) -- ISBN 0-13-195350-8 (pbk.) -- ISBN 0-13-184939-5 (pbk.) -- ISBN  
0-13-184940-9 (pbk.)  
1. English language--Textbooks for foreign speakers. 2. English  
language--Grammar--Problems, exercises, etc. I. Title.  
PE1128.A96 2005  
428.2'4--dc22

2005014671

ISBN: 0-13-184937-9  
7 8 9 10-CRK-09 08

ISBN: 0-13-195734-1 (International Edition with audio CDs)  
7 8 9 10-CRK-09 08

ISBN: 0-13-195436-9 (International Edition)  
3 4 5 6 7 8 9 10-CRK-09 08 07 06





# CONTENTS

Preface to the Third Edition .....	xi
Acknowledgment .....	xv
 Chapter 1    USING <i>BE</i>	
1-1    Noun + <b>is</b> + noun: singular .....	2
1-2    Noun + <b>are</b> + noun: plural .....	4
1-3    Pronoun + <b>be</b> + noun .....	7
1-4    Contractions with <b>be</b> .....	8
1-5    Negative with <b>be</b> .....	10
1-6 <b>Be</b> + adjective .....	12
1-7 <b>Be</b> + a place .....	18
1-8    Summary: basic sentence patterns with <b>be</b> .....	21
 Chapter 2    USING <i>BE</i> AND <i>HAVE</i>	
2-1    Yes/no questions with <b>be</b> .....	24
2-2    Short answers to yes/no questions .....	25
2-3    Questions with <b>be</b> : using <b>where</b> .....	28
2-4    Using <b>have</b> and <b>has</b> .....	30
2-5    Using <b>my, your, his, her, our, their</b> .....	33
2-6    Using <b>this</b> and <b>that</b> .....	38
2-7    Using <b>these</b> and <b>those</b> .....	40
2-8    Asking questions with <b>what</b> and <b>who</b> + <b>be</b> .....	42
 Chapter 3    USING THE SIMPLE PRESENT	
3-1    Form and basic meaning of the simple present tense .....	53
3-2    Using frequency adverbs: <b>always, usually, often, sometimes, seldom, rarely, never</b> .....	56
3-3    Other frequency expressions .....	58
3-4    Using frequency adverbs with <b>be</b> .....	59
3-5    Spelling and pronunciation of final <b>-es</b> .....	61
3-6    Adding final <b>-s/-es</b> to words that end in <b>-y</b> .....	63
3-7    Irregular singular verbs: <b>has, does, goes</b> .....	64
3-8    Spelling and pronunciation of final <b>-s/-es</b> .....	66
3-9    The simple present: negative .....	69

3-10	The simple present: yes/no questions	74
3-11	The simple present: asking information questions with <i>where</i>	78
3-12	The simple present: asking information questions with <i>when</i> and <i>what time</i>	80
3-13	Summary: information questions with <i>be</i> and <i>do</i>	82

## Chapter 4 USING THE PRESENT PROGRESSIVE

4-1	<i>Be</i> + <i>-ing</i> : the present progressive tense	92
4-2	Spelling of <i>-ing</i>	97
4-3	The present progressive: negatives	99
4-4	The present progressive: questions	102
4-5	The simple present vs. the present progressive	106
4-6	Nonaction verbs not used in the present progressive	111
4-7	<i>See, look at, watch, hear, and listen to</i>	114
4-8	<i>Think about</i> and <i>think that</i>	117

## Chapter 5 TALKING ABOUT THE PRESENT

5-1	Using <i>it</i> to talk about time	121
5-2	Prepositions of time	123
5-3	Using <i>it</i> to talk about the weather	125
5-4	<i>There</i> + <i>be</i>	128
5-5	<i>There</i> + <i>be</i> : yes/no questions	130
5-6	<i>There</i> + <i>be</i> : asking questions with <i>how many</i>	133
5-7	Prepositions of place	134
5-8	Some prepositions of place: a list	135
5-9	<i>Need</i> and <i>want</i> + a noun or an infinitive	143
5-10	<i>Would like</i>	146
5-11	<i>Would like</i> vs. <i>like</i>	148

## Chapter 6 NOUNS AND PRONOUNS

6-1	Nouns: subjects and objects	158
6-2	Adjective + noun	161
6-3	Subject pronouns and object pronouns	164
6-4	Nouns: singular and plural	168
6-5	Nouns: irregular plural forms	173

## Chapter 7 COUNT AND NONCOUNT NOUNS

7-1	Nouns: count and noncount	181
7-2	Using <i>an</i> vs. <i>a</i>	183
7-3	Using <i>a/an</i> vs. <i>some</i>	185
7-4	Measurements with noncount nouns	191
7-5	Using <i>many, much, a few, a little</i>	195
7-6	Using <i>the</i>	199
7-7	Using <i>Ø</i> (no article) to make generalizations	203
7-8	Using <i>some</i> and <i>any</i>	205

## Chapter 8 EXPRESSING PAST TIME, PART 1

8-1	Using <b>be</b> : past time	213
8-2	Past of <b>be</b> : negative	214
8-3	Past of <b>be</b> : questions	216
8-4	The simple past tense: using <b>-ed</b>	221
8-5	Past time words: <b>yesterday</b> , <b>last</b> , and <b>ago</b>	225
8-6	The simple past: irregular verbs (Group 1)	227
8-7	The simple past: negative	231
8-8	The simple past: yes/no questions	234
8-9	Irregular verbs (Group 2)	238
8-10	Irregular verbs (Group 3)	241
8-11	Irregular verbs (Group 4)	244

## Chapter 9 EXPRESSING PAST TIME, PART 2

9-1	The simple past: using <b>where</b> , <b>when</b> , <b>what time</b> , and <b>why</b>	252
9-2	Questions with <b>what</b>	257
9-3	Questions with <b>who</b>	260
9-4	Irregular verbs (Group 5)	264
9-5	Irregular verbs (Group 6)	266
9-6	Irregular verbs (Group 7)	269
9-7	<b>Before</b> and <b>after</b> in time clauses	273
9-8	<b>When</b> in time clauses	276
9-9	The present progressive and the past progressive	278
9-10	Using <b>while</b> with the past progressive	281
9-11	<b>While</b> vs. <b>when</b> in past time clauses	282
9-12	Simple past vs. past progressive	284

## Chapter 10 EXPRESSING FUTURE TIME, PART 1

10-1	Future time: using <b>be going to</b>	294
10-2	Using the present progressive to express future time	299
10-3	Words used for past time and future time	301
10-4	Using <b>a couple of</b> or <b>a few</b> with <b>ago</b> (past) and <b>in</b> (future)	305
10-5	Using <b>today</b> , <b>tonight</b> , and <b>this</b> + <b>morning</b> , <b>afternoon</b> , <b>evening</b> , <b>week</b> , <b>month</b> , <b>year</b>	307
10-6	Future time: using <b>will</b>	310
10-7	Asking questions with <b>will</b>	312
10-8	Verb summary: present, past, and future	316
10-9	Verb summary: forms of <b>be</b>	318

## Chapter 11 EXPRESSING FUTURE TIME, PART 2

11-1	<b>May/Might</b> vs. <b>will</b>	325
11-2	<b>Maybe</b> (one word) vs. <b>may be</b> (two words)	327
11-3	Future time clauses with <b>before</b> , <b>after</b> , and <b>when</b>	334
11-4	Clauses with <b>if</b>	336
11-5	Expressing habitual present with time clauses and <b>if</b> -clauses	339
11-6	Using <b>what</b> + a form of <b>do</b>	342

## Chapter 12 MODALS, PART 1: EXPRESSING ABILITY

12-1	Using <b>can</b> . . . . .	354
12-2	Pronunciation of <b>can</b> and <b>can't</b> . . . . .	356
12-3	Using <b>can</b> : questions . . . . .	357
12-4	Using <b>know how to</b> . . . . .	360
12-5	Using <b>could</b> : past of <b>can</b> . . . . .	362
12-6	Using <b>be able to</b> . . . . .	365
12-7	Using <b>very</b> and <b>too</b> + adjective . . . . .	368
12-8	Using <b>two</b> , <b>too</b> , and <b>to</b> . . . . .	373
12-9	More about prepositions: <b>at</b> and <b>in</b> for place . . . . .	374

## Chapter 13 MODALS, PART 2: ADVICE, NECESSITY, REQUESTS, SUGGESTIONS

13-1	Using <b>should</b> . . . . .	379
13-2	Using <b>have</b> + infinitive ( <b>have to/has to</b> ) . . . . .	383
13-3	Using <b>must</b> . . . . .	387
13-4	Polite questions: <b>may I</b> , <b>could I</b> , and <b>can I</b> . . . . .	391
13-5	Polite questions: <b>could you</b> and <b>would you</b> . . . . .	393
13-6	Imperative sentences . . . . .	395
13-7	Modal auxiliaries . . . . .	398
13-8	Summary chart: modal auxiliaries and similar expressions . . . . .	399
13-9	Using <b>let's</b> . . . . .	402

## Chapter 14 NOUNS AND MODIFIERS

14-1	Modifying nouns with adjectives and nouns . . . . .	405
14-2	Word order of adjectives . . . . .	410
14-3	Expressions of quantity: <b>all of</b> , <b>most of</b> , <b>some of</b> , <b>almost all of</b> . . . . .	415
14-4	Expressions of quantity: subject-verb agreement . . . . .	417
14-5	Expressions of quantity: <b>one of</b> , <b>none of</b> . . . . .	419
14-6	Indefinite pronouns: <b>nothing</b> and <b>no one</b> . . . . .	423
14-7	Indefinite pronouns: <b>something</b> , <b>someone</b> , <b>anything</b> , <b>anyone</b> . . . . .	424
14-8	Using <b>every</b> . . . . .	426
14-9	Linking verbs + adjectives . . . . .	428
14-10	Adjectives and adverbs . . . . .	431

## Chapter 15 POSSESSIVES

15-1	Possessive nouns . . . . .	436
15-2	Possessive: irregular plural nouns . . . . .	439
15-3	Possessive pronouns: <b>mine</b> , <b>yours</b> , <b>his</b> , <b>hers</b> , <b>ours</b> , <b>theirs</b> . . . . .	442
15-4	Questions with <b>whose</b> . . . . .	446

## Chapter 16 MAKING COMPARISONS

16-1	Comparisons: using <b>the same (as)</b> , <b>similar (to)</b> , and <b>(different from)</b> . . . . .	449
16-2	Comparisons: using <b>like</b> and <b>alike</b> . . . . .	452
16-3	The comparative: using <b>-er</b> and <b>more</b> . . . . .	454
16-4	The superlative: using <b>-est</b> and <b>most</b> . . . . .	461

16-5	Using <i>one of</i> + superlative + plural noun	469
16-6	Using <i>but</i>	475
16-7	Using verbs after <i>but</i>	476
16-8	Making comparisons with adverbs	480
APPENDIX	IRREGULAR VERBS	487
LISTENING SCRIPT		489
CD TRACKING SCRIPT		500
ANSWER KEY		501
INDEX		INDEX 1





## Preface to the Third Edition

*Basic English Grammar* is a beginning level ESL/EFL developmental skills text in which grammar serves as the springboard for expanding learners' abilities in speaking, writing, listening, and reading. It uses a grammar-based approach integrated with communicative methodologies. Starting from a foundation of understanding form and meaning, students engage in meaningful communication about real actions, real things, and their own real lives in the classroom context.

Teaching grammar is the art of helping students look at how the language works and engaging them in activities that enhance language acquisition in all skill areas. The direct teaching of grammar to academically oriented adults and young adults is one component of a well-balanced program of second language instruction and can, much to students' benefit, be integrated into curricula that are otherwise content/context-based or task-based.

This third edition has the same basic approach as earlier editions, with new material throughout. It has

- student-friendly grammar charts with clear information that is easily understood by beginning students.
- numerous exercises to give students lots of practice.
- more illustrations to help students learn vocabulary, understand contexts, and engage in communicative language tasks.
- reorganized chapters with expanded practice for high-frequency structures.
- the option of a student text with or without an answer key in the back.

In addition, the new edition has a greater variety of practice modes, including

- greatly increased speaking practice through extensive use of interactive pair and group work.
- the addition of numerous listening exercises, accompanied by audio CDs, with listening scripts included in the back of the book.
- more activities that provide real communication opportunities.

A new *Workbook* accompanies the student text to provide additional self-study practice. A *Test Bank* is also available.

## HOW TO USE THIS TEXT

### GRAMMAR CHARTS

The grammar charts present the target structure by way of example and explanation. Teachers can introduce this material in a variety of ways:

- a. Present the examples in the chart, perhaps highlighting them on the board. Add additional examples, relating them to students' experience as much as possible. For example, when presenting simple present tense, talk about what students do every day: come to school, study English, etc.
- b. Elicit target structures from students by asking questions. (For example, for simple past tense, ask: What did you do last night?) Proceed to selected examples in the chart.
- c. Instead of beginning with a chart, begin with the first exercise after the chart, and as you work through it with students, present the information in the chart or refer to examples in the chart.
- d. Assign a chart for homework; students bring questions to class. This works best with a more advanced class.
- e. Some charts have a preview exercise or pretest. Begin with these, and use them as a guide to decide what areas to focus on. When working through the chart, you can refer to the examples in these exercises.

With all of the above, the explanations on the right side of the chart are most effective when recast by the teacher, not read word for word. Keep the discussion focus on the examples. Students by and large learn from examples and lots of practice, not from explanations. In the charts, the explanations focus attention on what students should be noticing in the examples and the exercises.

### FIRST EXERCISE AFTER A CHART

In most cases, this exercise includes an example of each item shown in the chart. Students can do the exercise together as a class, and the teacher can refer to chart examples where necessary. More advanced classes can complete it as homework. The teacher can use this exercise as a guide to see how well students understand the basics of the target structure(s).

### SENTENCE PRACTICE

These exercises can be assigned as either oral or written practice, depending on the ability and needs of the class. Many of them can also be done as homework or seatwork.

### LET'S TALK

Each "Let's Talk" activity is designated as one of the following: pairwork, small group, class activity, or interview. These exercises encourage students to talk about their ideas, their everyday lives, and the world around them. Examples for each are given so that students can easily transition into the activity, whether it be student- or teacher-led.

## **LISTENING**

Listening exercises for both form and meaning give exposure to and practice with spoken English. Listening scripts for teacher use are in the back of the book. Two audio CDs also accompany the text. Many of the exercises also introduce students to common features of reduced speech.

Teachers may want to play or read aloud some listening scripts one time in their entirety before asking students to write, so they have some familiarity with the overall context. Other exercises can be done sentence by sentence.

## **WRITING**

As students gain confidence in using the target structures, they are encouraged to express their ideas in paragraphs and other writing formats. To help students generate ideas, some of these tasks are combined with “Let’s Talk” activities.

When correcting student writing, teachers may want to focus primarily on the structures taught in the chapter.

## **REVIEW EXERCISES**

All chapters finish with review exercises; some are cumulative reviews that include material from previous chapters, so students can incorporate previous grammar with more recently taught structures.

Each chapter review contains an error-correction exercise. Students can practice their editing skills by correcting errors commonly found in beginning students’ speaking and writing.

## **ANSWER KEY**

The text is available with or without an answer key in the back. If the answer key is used, homework can be corrected as a class or, if appropriate, students can correct it at home and bring questions to class. In some cases, the teacher may want to collect the assignments written on a separate piece of paper, correct them, and then highlight common problems in class.

For more teaching suggestions and supplementary material, please refer to the accompanying *Teacher’s Guide*.



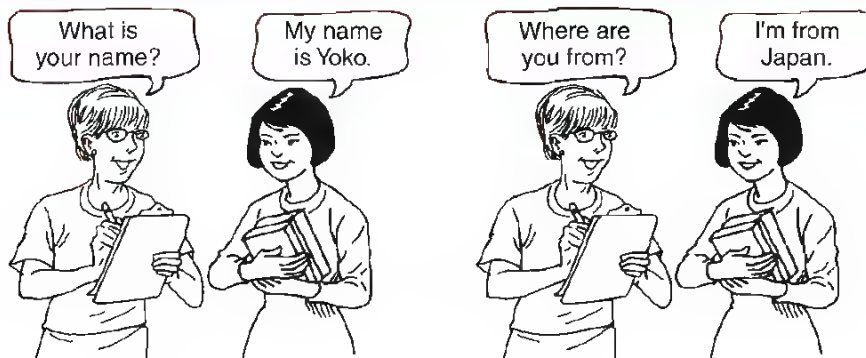
## Acknowledgment

Janet Johnston was the finest editor an author could ever hope to work with. Wielding pencils of many colors (with purple seeming to be her personal favorite), she cheerfully held her authors to account for every single word they wrote. She saw the Azar Series through thousands of pages of manuscript and proof for more than fifteen years. Each published page bears the seal of her high standards and keen eye. Her delight in the process of shaping text was contagious and her technical expertise extraordinary, making all of us who worked with her enthusiastically reach for our highest level of professionalism. They simply don't make editors like Janet anymore. Working with her has been a privilege and a joy. As we grieve her untimely death from breast cancer, we will deeply miss her good, sweet friendship as well as her editorial wizardry. Simply stated, Janet Johnston was, and will always remain, the best of the best.

Betty Azar  
Stacy Hagen  
Shelley Hartle  
Sue Van Etten

# CHAPTER 1

## Using Be

### ☐ EXERCISE 1. Let's talk: class activity.

*Directions:* Ask your classmates their names. Write their first names in the spaces below. You can also ask them what city or country they are from.

FIRST NAME	CITY OR COUNTRY



## □ EXERCISE 2. Preview: listening.



**Directions:** Listen to the sentences. Write the words you hear.

Paulo is a student<sup>1</sup> from Brazil. Marie \_\_\_\_\_<sup>2</sup>  
 student from France. \_\_\_\_\_<sup>3</sup> the classroom. Today  
\_\_\_\_\_<sup>4</sup> exciting day. \_\_\_\_\_<sup>5</sup> the first day of school, but they  
\_\_\_\_\_<sup>6</sup> nervous. \_\_\_\_\_<sup>7</sup> to be here. Mrs. Brown  
\_\_\_\_\_<sup>8</sup> the teacher. She \_\_\_\_\_<sup>9</sup> in the classroom right now.  
\_\_\_\_\_<sup>10</sup> late today.

## 1-1 NOUN + IS + NOUN: SINGULAR

<p>NOUN + IS + NOUN</p> <p>(a) <b>Canada</b> <b>is</b> a <b>country</b>.</p>	<p><i>Singular</i> means "one."</p> <p>In (a): <i>Canada</i> = a singular noun  <i>is</i> = a singular verb  <i>country</i> = a singular noun</p>
<p>(b) Mexico <b>is</b> <b>a</b> country.</p>	<p><b>A</b> frequently comes in front of singular nouns.</p> <p>In (b): <b>a</b> comes in front of the singular noun <i>country</i>.  <b>A</b> is called an "article."</p>
<p>(c) <b>A</b> cat <b>is</b> <b>an</b> animal.</p>	<p><b>A</b> and <b>an</b> have the same meaning. They are both articles. <b>A</b> is used in front of words that begin with consonants: <i>b, c, d, f, g, etc.</i>          Examples: <i>a bed, a cat, a dog, a friend, a girl</i>  <b>An</b> is used in front of words that begin with <i>a, e, i, and o</i>.<sup>*</sup>          Examples: <i>an animal, an ear, an island, an office</i></p>

<sup>\*</sup>**An** is sometimes used in front of words that begin with *u*. See Chart 7-2, p. 183.

Vowels = a, e, i, o, u.

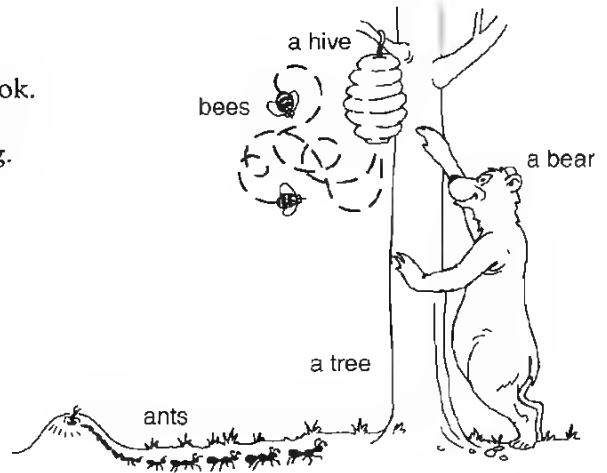
Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

## □ EXERCISE 3. Sentence practice.

**Directions:** Complete the sentences. Use an article (*a* or *an*).

1. **A** horse is an animal.
2. English is \_\_\_\_\_ language.
3. Tokyo is \_\_\_\_\_ city.
4. Australia is \_\_\_\_\_ country.

5. Red is \_\_\_\_\_ color.
6. \_\_\_\_\_ dictionary is \_\_\_\_\_ book.
7. \_\_\_\_\_ hotel is \_\_\_\_\_ building.
8. \_\_\_\_\_ bear is \_\_\_\_\_ animal.
9. \_\_\_\_\_ bee is \_\_\_\_\_ insect.
10. \_\_\_\_\_ ant is \_\_\_\_\_ insect.

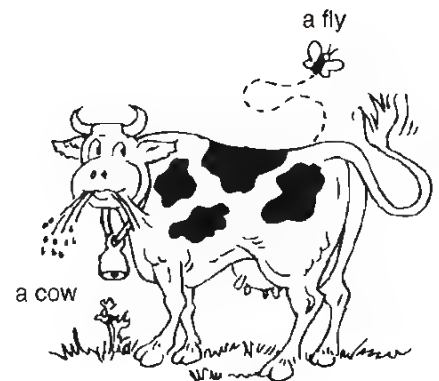


#### □ EXERCISE 4. Sentence practice.

Directions: Complete the sentences. Use *a* or *an* and the words in the list.

<i>animal</i>	<i>country</i>	<i>language</i>
<i>city</i>	<i>insect</i>	<i>sport</i>

1. Arabic is a language.
2. Rome is a city.
3. A cat is an animal.
4. Tennis is \_\_\_\_\_.
5. Chicago is \_\_\_\_\_.
6. Spanish is \_\_\_\_\_.
7. Mexico is \_\_\_\_\_.
8. A cow is \_\_\_\_\_.
9. A fly is \_\_\_\_\_.
10. Baseball is \_\_\_\_\_.
11. China is \_\_\_\_\_.
12. Russian is \_\_\_\_\_.



## □ EXERCISE 5. Let's talk: small groups.

*Directions:* Work in small groups. Choose a leader. Only the leader's book is open.

*Example:* a language

LEADER: Name a language.

SPEAKER A: English is a language.

SPEAKER B: French is a language.

SPEAKER C: Arabic is a language.

LEADER: Japanese is a language.

SPEAKER A: Spanish is a language.

SPEAKER B: Etc.

(Continue until no one can name another language.)

- |              |              |
|--------------|--------------|
| 1. an animal | 4. a color   |
| 2. a sport   | 5. a country |
| 3. an insect | 6. a city    |

## 1-2 NOUN + ARE + NOUN: PLURAL

<p>NOUN + ARE + NOUN</p> <p>(a) <b>Cats are animals.</b></p>	<p><i>Plural</i> means "two, three, or more."</p> <p><i>Cats</i> = a plural noun  <i>are</i> = a plural verb  <i>animals</i> = a plural noun</p>
<p>(b) SINGULAR: a cat, an animal          PLURAL: <i>cats, animals</i></p>	<p>Plural nouns end in <b>-s</b>.  <b>A</b> and <b>an</b> are used only with singular nouns.</p>
<p>(c) SINGULAR: a city, a country          PLURAL: <i>cities, countries</i></p>	<p>Some singular nouns that end in <b>-y</b> have a special plural form: They omit the <b>-y</b> and add <b>-ies</b>.*</p>
<p>NOUN and NOUN + ARE + NOUN</p> <p>(d) <b>Canada and China are countries.</b>          (e) <b>Dogs and cats are animals.</b></p>	<p>Two nouns connected by <b>and</b> are followed by <b>are</b>.          In (d): <i>Canada</i> is a singular noun. <i>China</i> is a singular noun. They are connected by <b>and</b>.          Together they are plural, i.e., "more than one."</p>

\*See Chart 3 6, p. 63, for more information about adding **-s/-es** to words that end in **-y**.

## □ EXERCISE 6. Sentence practice.

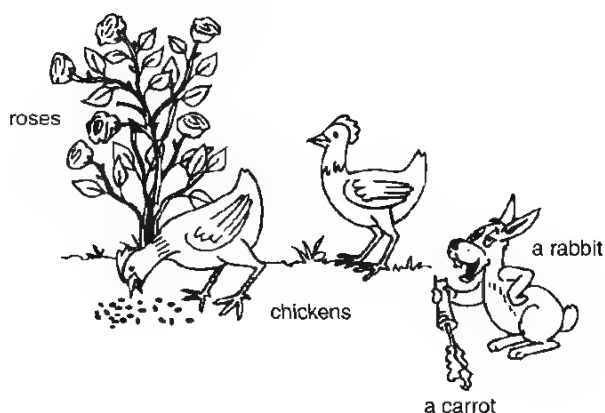
*Directions:* Change the singular sentences to plural sentences.

- | SINGULAR                    |   | PLURAL                   |
|-----------------------------|---|--------------------------|
| 1. An ant is an insect.     | → | <u>Ants are insects.</u> |
| 2. A computer is a machine. | → | <u></u>                  |

SINGULAR

PLURAL

3. A dictionary is a book. → \_\_\_\_\_
4. A chicken is a bird. → \_\_\_\_\_
5. A rose is a flower. → \_\_\_\_\_
6. A carrot is a vegetable. → \_\_\_\_\_
7. A rabbit is an animal. → \_\_\_\_\_



8. Egypt is a country.  
Indonesia is a country. → \_\_\_\_\_
9. Winter is a season.  
Summer is a season. → \_\_\_\_\_

### □ EXERCISE 7. Game.

*Directions:* Work in small groups. Close your books for this activity. Your teacher will say the beginning of a sentence. As a group, write the complete sentence. In the end, the group who completes the most sentences correctly wins the game.

*Example:*

TEACHER (*book open*): Spanish . . . .

GROUP (*books closed*): Spanish is a language.

- |                     |                              |                               |
|---------------------|------------------------------|-------------------------------|
| 1. A bear . . . .   | 6. September and             | 10. China . . . .             |
| 2. An ant . . . .   | October . . . .              | 11. Winter and summer . . . . |
| 3. London . . . .   | 7. Mexico and Canada . . . . | 12. Arabic . . . .            |
| 4. Spring . . . .   | 8. A dictionary . . . .      | 13. A computer . . . .        |
| 5. A carrot . . . . | 9. Chickens . . . .          | 14. A fly . . . .             |

## □ EXERCISE 8. Listening.



*Directions:* Listen to the sentences. Circle *yes* or *no*.

*Example:* Cows are animals. (yes) no  
Horses are insects. yes (no)

- |        |    |        |    |        |    |
|--------|----|--------|----|--------|----|
| 1. yes | no | 4. yes | no | 7. yes | no |
| 2. yes | no | 5. yes | no | 8. yes | no |
| 3. yes | no | 6. yes | no | 9. yes | no |

## □ EXERCISE 9. Let's talk: pairwork.

*Directions:* Your partner will ask you to name something. Answer in a complete sentence. You can look at your book before you speak. When you speak, look at your partner.

*Example:*

Partner A	Partner B
1. a country	1. two countries
2. an insect	2. a season

PARTNER A: Name a country.

PARTNER B: Brazil is a country.

PARTNER A: Yes, Brazil is a country. Your turn now.

PARTNER B: Name two countries.

PARTNER A: Italy and China are countries.

PARTNER B: Yes, Italy and China are countries. Your turn now.

PARTNER A: Name an insect.

PARTNER B: A bee is an insect.

PARTNER A: Yes, a bee is an insect. Your turn now.

PARTNER B: Name a season.

PARTNER A: Etc.

*Remember:* You can look at your book before you speak. When you speak, look at your partner.

Partner A	Partner B
1. a language	1. two cities
2. two languages	2. an island
3. a city	3. two countries in Asia
4. an animal	4. a vegetable
5. two seasons	5. a street in this city



# 1-3 PRONOUN + BE + NOUN

SINGULAR			PLURAL				
PRONOUN + BE + NOUN			PRONOUN + BE + NOUN				
(a) <i>I</i>	<i>am</i>	a student.	(f) <i>We</i>	<i>are</i>	students.	<div><i>I</i> <i>you</i> <i>he</i> <i>she</i> <i>it</i> <i>we</i> <i>they</i></div>	} = pronouns
(b) <i>You</i>	<i>are</i>	a student.	(g) <i>You</i>	<i>are</i>	students.		
(c) <i>She</i>	<i>is</i>	a student.	(h) <i>They</i>	<i>are</i>	students.		
(d) <i>He</i>	<i>is</i>	a student.					
(e) <i>It</i>	<i>is</i>	a country.					
						<div><i>am</i> <i>is</i> <i>are</i></div>	} = forms of <i>be</i>
(i) Rita is in my class. <i>She</i> is a student.						Pronouns refer to nouns.	
(j) Tom is in my class. <i>He</i> is a student.						In (i): <i>she</i> (feminine) = Rita.	
(k) Rita and Tom are in my class. <i>They</i> are students.						In (j): <i>he</i> (masculine) = Tom.	
						In (k): <i>they</i> – Rita and Tom.	

## □ EXERCISE 10. Sentence practice.

Directions: Complete the sentences. Use a verb (*am*, *is*, or *are*). Use a noun (*a student* or *students*).

- We are students.
- I \_\_\_\_\_.
- Rita \_\_\_\_\_.
- Rita and Tom \_\_\_\_\_.
- You (*one person*) \_\_\_\_\_.
- You (*two persons*) \_\_\_\_\_.

## □ EXERCISE 11. Let's talk: class activity.

Directions: Close your books. Complete the sentences with a form of *be* + a student/students. Point to the student or students as you name them.

Example:

TEACHER: (*name of a student in the class*) Yoko . . . .

STUDENT: (*The student points to Yoko.*) Yoko is a student.

- (*name of a student*)
- (*name of a student*) and (*name of a student*)
- I
- (*name of a student*) and I
- We
- (*name of a student*)
- (*name of a student*) and (*name of a student*)
- They
- You
- (*name of a student*) and (*name of a student*) and (*name of a student*)

## 1-4 CONTRACTIONS WITH BE

	PRONOUN + BE → CONTRACTION		
<b>AM</b>	<i>I</i>	+ <i>am</i> → <b><i>I'm</i></b>	(a) <b><i>I'm</i></b> a student.
<b>IS</b>	<i>she</i>	+ <i>is</i> → <b><i>she's</i></b>	(b) <b><i>She's</i></b> a student.
	<i>he</i>	+ <i>is</i> → <b><i>he's</i></b>	(c) <b><i>He's</i></b> a student.
	<i>it</i>	+ <i>is</i> → <b><i>it's</i></b>	(d) <b><i>It's</i></b> a city.
<b>ARE</b>	<i>you</i>	+ <i>are</i> → <b><i>you're</i></b>	(e) <b><i>You're</i></b> a student.
	<i>we</i>	+ <i>are</i> → <b><i>we're</i></b>	(f) <b><i>We're</i></b> students.
	<i>they</i>	+ <i>are</i> → <b><i>they're</i></b>	(g) <b><i>They're</i></b> students.

When people speak, they often push two words together. A *contraction* = two words that are pushed together.

Contractions of a *subject pronoun* + **be** are used in both speaking and writing.

PUNCTUATION: The mark in the middle of a contraction is called an "apostrophe" (').\*

\*NOTE: Write an apostrophe above the line. Do not write an apostrophe on the line.

CORRECT:       *I'm* a student      .

INCORRECT:       *I,m* a student      .

### □ EXERCISE 12. Sentence practice.

Directions: Complete the sentences. Use contractions (*pronoun* + **be**).

1. Sara is a student.       *She's*       in my class.
2. Jim is a student.                      in my class.
3. I have *one brother*.                      twenty years old.
4. I have *two sisters*.                      students.
5. I have *a dictionary*.                      on my desk.
6. I like *my classmates*.                      friendly.
7. I have *three books*.                      on my desk.
8. *My brother* is twenty-six years old.                      married.
9. *My sister* is twenty-one years old.                      single.
10. *Yoko and Ali* are students.                      in my class.
11. I like *my books*.                      interesting.
12. I like *grammar*.                      easy.
13. *Kate and I* live in an apartment.                      roommates.

14. We live in *an apartment*. \_\_\_\_\_ on Pine Street.

15. I go to school. \_\_\_\_\_ a student.

16. I know *you*. \_\_\_\_\_ in my English class.

### □ EXERCISE 13. Listening.



**Directions:** Listen to the sentences. Write the contractions you hear. Use the words in the list.

*Example:*

You will hear: You are in class. You're a student.

You will write: \_\_\_\_\_ *You're* \_\_\_\_\_ a student.

<i>I'm</i>	<i>She's</i>	<i>We're</i>
<i>You're</i>	<i>He's</i>	<i>They're</i>
	<i>It's</i>	

1. \_\_\_\_\_ very nice.

6. \_\_\_\_\_ in the same class.

2. \_\_\_\_\_ in the classroom.

7. \_\_\_\_\_ young.

3. \_\_\_\_\_ late.

8. \_\_\_\_\_ very big.

4. \_\_\_\_\_ a teacher.

9. \_\_\_\_\_ very friendly.

5. \_\_\_\_\_ her friend.

10. \_\_\_\_\_ fun.

### □ EXERCISE 14. Listening.



**Directions:** Complete the sentences with the words you hear. Some of them will be contractions.

SPEAKER A: Hello. My name \_\_\_\_\_<sup>1</sup> Mrs. Brown.

\_\_\_\_\_<sup>2</sup> the new teacher.

SPEAKER B: Hi. My name \_\_\_\_\_<sup>3</sup> Paulo, and

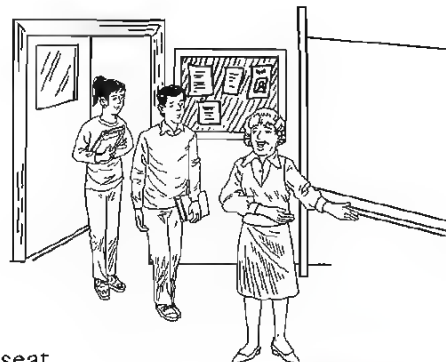
this \_\_\_\_\_<sup>4</sup> Marie.

\_\_\_\_\_<sup>5</sup> in your class.

SPEAKER A: \_\_\_\_\_<sup>6</sup> nice to meet you.

SPEAKER B: \_\_\_\_\_<sup>7</sup> happy to meet you too.

SPEAKER A: \_\_\_\_\_<sup>8</sup> time for class. Please take a seat.



## 1-5 NEGATIVE WITH BE

(a) I <b>am not</b> a teacher.	CONTRACTIONS <b>I'm not</b>
(b) You <b>are not</b> a teacher.	<b>you're not / you aren't</b>
(c) She <b>is not</b> a teacher.	<b>she's not / she isn't</b>
(d) He <b>is not</b> a teacher.	<b>he's not / he isn't</b>
(e) It <b>is not</b> a city.	<b>it's not / it isn't</b>
(f) We <b>are not</b> teachers.	<b>we're not / we aren't</b>
(g) You <b>are not</b> teachers.	<b>you're not / you aren't</b>
(h) They <b>are not</b> teachers.	<b>they're not / they aren't</b>

**Not** makes a sentence negative.

CONTRACTIONS:

**Be** and **not** can be contracted.

Note that "I am" has only one contraction with **be**, as in (a), but there are two contractions with **be** for (b) through (g).

### □ EXERCISE 15. Sentence practice.

*Directions:* Write sentences using **is**, **isn't**, **are**, and **aren't** and the given information.

*Examples:* Africa \ city . . . It \ continent

→ Africa isn't a city. It's a continent.

Baghdad and Chicago \ city . . . They \ continent

→ Baghdad and Chicago are cities. They aren't continents.

1. Canada \ country . . . It \ city

\_\_\_\_\_

2. Jakarta \ country . . . It \ city

\_\_\_\_\_

3. Beijing and London \ city . . . They \ country

\_\_\_\_\_

4. Asia \ country . . . It \ continent

\_\_\_\_\_

5. Asia and South America \ continent . . . They \ country

\_\_\_\_\_

□ EXERCISE 16. Sentence practice.

**PART I.**

*Directions:* Write the name of the person next to his or her job.

artist      Jim      gardener      \_\_\_\_\_  
 bus driver      \_\_\_\_\_      doctor      \_\_\_\_\_  
 police officer      \_\_\_\_\_      photographer      \_\_\_\_\_



Jim



Ann



Ms. Black



Mike



Mr. Rice



Sue

**PART II.**

*Directions:* Complete the sentences with the correct information.

1. Ann isn't a gardener. She 's a photographer.
2. Mike is a gardener. He \_\_\_\_\_ an artist.
3. Jim \_\_\_\_\_ a bus driver. He \_\_\_\_\_.
4. Sue \_\_\_\_\_ a photographer. She \_\_\_\_\_.
5. Mr. Rice \_\_\_\_\_ a police officer. He \_\_\_\_\_.
6. Ms. Black isn't a \_\_\_\_\_. She \_\_\_\_\_.
7. I'm not a \_\_\_\_\_. I'm a \_\_\_\_\_.



## 1-6 BE + ADJECTIVE

NOUN	+	BE	+	ADJECTIVE
(a) A ball		is		<b>round.</b>
(b) Balls		are		<b>round.</b>
(c) Mary		is		<b>intelligent.</b>
(d) Mary and Tom		are		<b>intelligent.</b>

*round*  
*intelligent*  
*hungry*  
*young*  
*happy*

} = adjectives

PRONOUN	+	BE	+	ADJECTIVE
(e) I		am		<b>hungry.</b>
(f) She		is		<b>young.</b>
(g) They		are		<b>happy.</b>

Adjectives often follow a form of **be** (*am, is, are*). Adjectives describe or give information about a noun or pronoun that comes at the beginning of a sentence.\*

\*The noun or pronoun that comes at the beginning of a sentence is called a "subject." See Chart 6-1, p. 158.

### □ EXERCISE 17. Sentence practice.

**Directions:** Find the adjective in the first sentence. Then complete the second sentence with **be + an adjective** that has an opposite meaning. Use the adjectives in the list. Use each adjective only once.

<i>beautiful</i>	<i>expensive</i>	<i>noisy</i>	<i>short</i>
<i>clean</i>	<i>fast</i>	<i>old</i>	<i>tall</i>
<i>easy</i>	<i>✓happy</i>	<i>poor</i>	

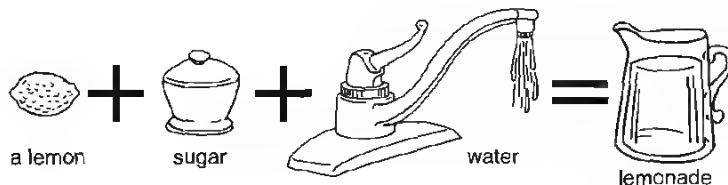
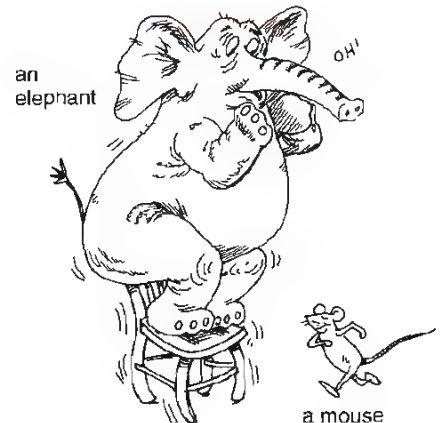
- I'm not sad. I 'm happy.
- Mr. Thomas isn't rich. He \_\_\_\_\_.
- My hair isn't long. It \_\_\_\_\_.
- My clothes aren't dirty. They \_\_\_\_\_.
- Flowers aren't ugly. They \_\_\_\_\_.
- Cars aren't cheap. They \_\_\_\_\_.
- Airplanes aren't slow. They \_\_\_\_\_.
- Grammar isn't difficult. It \_\_\_\_\_.
- My sister isn't short. She \_\_\_\_\_.
- My grandparents aren't young. They \_\_\_\_\_.
- The classroom isn't quiet. It \_\_\_\_\_.

# □ EXERCISE 18. Sentence practice.

Directions: Write sentences using *is* or *are* and an adjective from the list. Use each adjective only once.

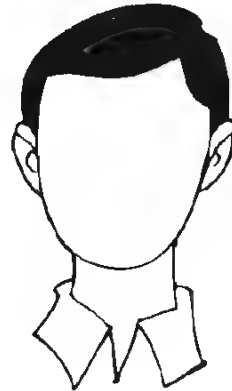
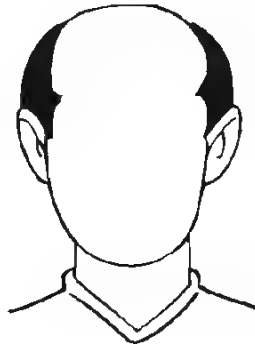
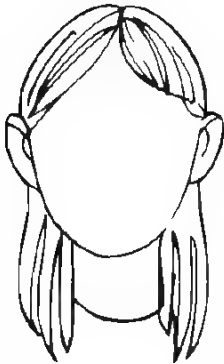
<i>cold</i>	<i>funny</i>	<i>round</i>	<i>sweet</i>
<i>dangerous</i>	✓ <i>hot</i>	<i>small/little</i>	<i>wet</i>
<i>dry</i>	<i>important</i>	<i>sour</i>	
<i>flat</i>	<i>large/big</i>	<i>square</i>	

1. Fire is hot.
2. Ice and snow \_\_\_\_\_.
3. A box \_\_\_\_\_.
4. Balls and oranges \_\_\_\_\_.
5. Sugar \_\_\_\_\_.
6. An elephant \_\_\_\_\_, but a mouse \_\_\_\_\_.
7. A rain forest \_\_\_\_\_, but a desert \_\_\_\_\_.
8. A joke \_\_\_\_\_.
9. Good health \_\_\_\_\_.
10. Guns aren't safe. They \_\_\_\_\_.
11. A coin \_\_\_\_\_ small, round, and \_\_\_\_\_.
12. A lemon \_\_\_\_\_.



□ **EXERCISE 19. Let's talk: pairwork.**

*Directions:* Complete the drawings by making the faces **happy**, **angry**, **sad**, or **nervous**. Then show your drawings to your partner. Your partner will identify the emotions in your drawings.



□ **EXERCISE 20. Sentence practice.**

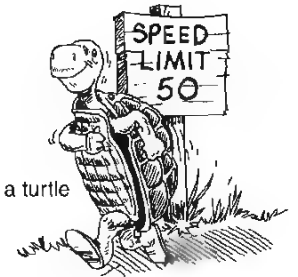
*Directions:* Complete the sentences. Use **is**, **isn't**, **are**, or **aren't**.

1. A ball isn't square.
2. Balls are round.
3. Lemons \_\_\_\_\_ yellow.
4. Ripe bananas \_\_\_\_\_ yellow too.
5. A lemon \_\_\_\_\_ sweet. It \_\_\_\_\_ sour.
6. My pen \_\_\_\_\_ heavy. It \_\_\_\_\_ light.
7. This room \_\_\_\_\_ dark. It \_\_\_\_\_ light.
8. My classmates \_\_\_\_\_ friendly.
9. A turtle \_\_\_\_\_ slow.
10. Airplanes \_\_\_\_\_ slow. They \_\_\_\_\_ fast.
11. The floor in the classroom \_\_\_\_\_ clean. It \_\_\_\_\_ dirty.
12. The weather \_\_\_\_\_ cold today.
13. The sun \_\_\_\_\_ bright today.
14. My shoes \_\_\_\_\_ comfortable.

bananas



a turtle



## EXERCISE 21. Let's talk: pairwork.

*Directions:* Work with a partner. Take turns making two sentences for each picture. Use the given adjectives. You can look at your book before you speak. When you speak, look at your partner.

*Example:* The girl . . . happy/sad

PARTNER A: The girl isn't happy. She's sad.

Your turn now.

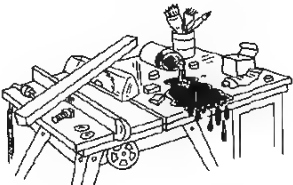



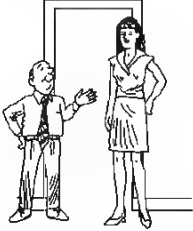
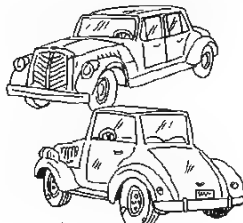



*Example:* The flower . . . beautiful/ugly

PARTNER B: The flower is beautiful. It isn't ugly.

Your turn now.



Partner A	Partner B
 <p>1. The table . . . clean/dirty.</p>	 <p>1. The man . . . friendly/unfriendly.</p>
 <p>2. The little boy . . . sick/well.</p>	 <p>2. The coffee . . . cold/hot.</p>
$x^2 + 5 + 4 = (x + 4)(x + 1)$ <p>3. The algebra problem . . . easy/difficult.</p>	 <p>3. The woman . . . tall/short.</p>
 <p>4. The cars . . . old/new.</p>	 <p>4. Ken's sister . . . old/young.</p>

## □ EXERCISE 22. Let's talk: game.

*Directions:* Practice using adjectives.

**PART I.** Look at the words. Check (✓) all the words you know. Your teacher will explain the words you don't know.

- |                  |                      |
|------------------|----------------------|
| 1. ____ hungry   | 11. ____ angry       |
| 2. ____ thirsty  | 12. ____ nervous     |
| 3. ____ sleepy   | 13. ____ quiet       |
| 4. ____ tired    | 14. ____ lazy        |
| 5. ____ old      | 15. ____ hardworking |
| 6. ____ young    | 16. ____ famous      |
| 7. ____ happy    | 17. ____ sick        |
| 8. ____ homesick | 18. ____ healthy     |
| 9. ____ married  | 19. ____ friendly    |
| 10. ____ single  | 20. ____ shy         |

**PART II.** Sit in a circle. Speaker 1 makes a sentence using “I” and the first word. Speaker 2 repeats the information about Speaker 1 and makes a new sentence using the second word. Continue around the circle until everyone in class has spoken. The teacher is the last person to speak and must repeat the information about everyone in the class.

*Example:*

SPEAKER A: I'm not hungry.

SPEAKER B: He's not hungry.

I'm thirsty.

SPEAKER C: He's not hungry.

She's thirsty.

I'm sleepy.

### □ EXERCISE 23. Let's talk: pairwork.

*Directions:* Check (✓) each adjective that describes this city/town (the city or town where you are studying now). When you finish, compare your work with a partner. Do you and your partner have checks beside the same adjectives? Report to the class on things you disagree about.

- |                    |                            |
|--------------------|----------------------------|
| 1. ____ big        | 11. ____ noisy             |
| 2. ____ small      | 12. ____ quiet             |
| 3. ____ clean      | 13. ____ crowded           |
| 4. ____ dirty      | 14. ____ not crowded       |
| 5. ____ friendly   | 15. ____ hot               |
| 6. ____ unfriendly | 16. ____ cold              |
| 7. ____ safe       | 17. ____ warm              |
| 8. ____ dangerous  | 18. ____ cool              |
| 9. ____ beautiful  | 19. ____ expensive         |
| 10. ____ ugly      | 20. ____ inexpensive/cheap |

### □ EXERCISE 24. Let's talk: game.

*Directions:* Sit in small groups. Close your books for this activity. Your teacher will ask you to name things. As a group, make a list. The teacher will give you only a short time to make the list. Share the list with the rest of your class. The group that makes the longest list gets a point. The group with the most points at the end of the game is the winner.

*Example:* round

TEACHER: Name something that is round.

GROUP A's LIST: a ball, an orange, the world

GROUP B's LIST: a baseball, a basketball, a soccer ball

GROUP C's LIST: a ball, a head, an orange, the world, the sun, a planet

*Result:* Group 3 wins a point.

- |           |              |               |
|-----------|--------------|---------------|
| 1. hot    | 6. flat      | 11. beautiful |
| 2. square | 7. little    | 12. expensive |
| 3. sweet  | 8. important | 13. cheap     |
| 4. sour   | 9. cold      | 14. free      |
| 5. large  | 10. funny    | 15. delicious |



## 1-7 BE + A PLACE

(a) Maria is **here**.

(b) Bob is **at the library**.

In (a): *here* = a place.

In (b): *at the library* = a place.

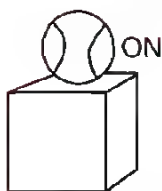
**Be** is often followed by *a place*.

(c) Maria is { *here.*  
*there.*  
*downstairs.*  
*upstairs.*  
*inside.*  
*outside.*  
*downtown.*

A place may be one word, as in the examples in (c).

(d) Bob is { PREPOSITION + NOUN  
*at the library.*  
*on the bus.*  
*in his room.*  
*at work.*  
*next to Maria.*

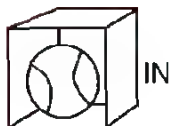
A place may be a prepositional phrase (*preposition + noun*), as in (d).



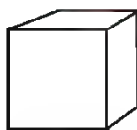
ON



ABOVE



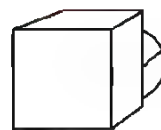
IN



UNDER



NEXT TO



BEHIND

### SOME COMMON PREPOSITIONS

*above*

*at*

*behind*

*between*

*from*

*in*

*next to*

*on*

*under*

□ **EXERCISE 25. Sentence practice.**

*Directions:* Complete the sentences with prepositions that describe the pictures. Use each preposition only once.

<i>above</i>	<i>between</i>	<i>next to</i>	<i>under</i>
<i>behind</i>	<i>✓ in</i>	<i>on</i>	



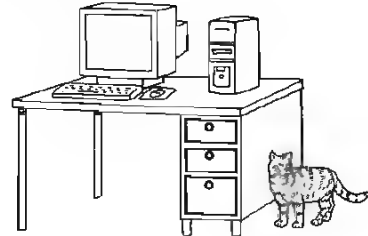
1. The cat is in the desk.



2. The cat is next to the desk.



3. The cat is on the desk.



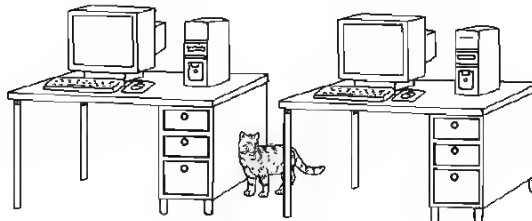
4. The cat is behind the desk.



5. The cat is above the desk.



6. The cat is under the desk.



7. The cat is between the desks.

□ **EXERCISE 26. Let's talk: class activity.**

*Directions:* Close your books. Practice using prepositions of place.

*Example:* under

TEACHER: Put your hand under your chair. Where is your hand?

STUDENT: My hand is under my chair. OR: It's under my chair.

1. on Put your pen on your book. Where is your pen?
2. in Put your pen in your book. Where's your pen?
3. under Put your pen under your book. Where's your pen?
4. next to Put your pen next to your book. Where's your pen?
5. on Put your hand on your ear. Where's your hand?
6. next to Put your hand next to your ear. Where's your hand?
7. above Put your hand above your head. Where's your hand?
8. next to Stand next to ( . . . ), Where are you?
9. between Stand between ( . . . ) and ( . . . ). Where are you?
10. between Put your pen between two books. Where's your pen?
11. behind Put your hand behind your head. Where's your hand?
12. Follow these directions: Put your pen . . . in your hand.
  - . . . on your arm.
  - . . . between your hands.
  - . . . under your book.
  - . . . next to your book.
  - . . . above your book.

□ **EXERCISE 27. Let's talk: pairwork.**

*Directions:* Work with a partner. Give and follow directions.

Partner A: Give directions. Your book is open. You can look at your book before you speak. When you speak, look at your partner.

Partner B: Draw the pictures Partner A describes. Your book is closed.

*Example:* Draw a ball on a box.

PARTNER A (*book open*): Draw a ball on a box.

PARTNER B (*book closed*): (*Draw the picture Partner A described.*)

1. Draw a ball on a box.
2. Draw a ball above a box.
3. Draw a ball next to a box.
4. Draw a ball under a box.
5. Draw a ball in a box.
6. Draw a banana between two apples.
7. Draw a house. Draw a bird above the house. Draw a car next to the house. Draw a cat between the car and the house.

8. Draw a flower. Draw a tree next to the flower. Draw a bird above the tree. Draw a turtle under the flower.

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn to talk now.

9. Draw a circle next to a triangle.  
 10. Draw a circle in a triangle.  
 11. Draw a circle above a triangle.  
 12. Draw a triangle between two circles.  
 13. Draw a circle under a triangle.  
 14. Draw an apple on a banana. Draw an apple above a banana.  
 15. Draw a tree. Draw bananas in the trees. Draw a person next to the tree. Draw a dog between the person and the tree.  
 16. Draw a cloud. Draw a bird under the cloud. Draw a bird above the cloud. Draw a bird in the cloud.

## 1-8 SUMMARY: BASIC SENTENCE PATTERNS WITH BE

SUBJECT (a) I	+	BE am	+	NOUN <i>a student.</i>	The noun or pronoun that comes at the beginning of a sentence is called the "subject."
SUBJECT (b) He	+	BE is	+	ADJECTIVE <i>intelligent.</i>	<b>Be</b> is a "verb." Almost all English sentences have a subject and a verb.
SUBJECT (c) We (d) She	+	BE are is	+	A PLACE <i>in class.</i> <i>upstairs.</i>	Notice in the examples: There are three basic completions for sentences that begin with a <i>subject</i> + the verb <b>be</b> : <ul style="list-style-type: none"> <li>• a noun, as in (a)</li> <li>• an adjective, as in (b)</li> <li>• an expression of place,* as in (c) and (d)</li> </ul>

\*An expression of place can be a *preposition* + *noun*, or it can be one word.

### □ EXERCISE 28. Sentence practice.

**Directions:** Write the form of **be** (*am*, *is*, or *are*) that is used in each sentence. Then write the grammar structure that follows **be**.

- |                     | BE         | + | COMPLETION          |
|---------------------|------------|---|---------------------|
| 1. We're students.  | <u>are</u> | + | <u>a noun</u>       |
| 2. Anna is in Rome. | <u>is</u>  | + | <u>a place</u>      |
| 3. I'm hungry.      | <u>am</u>  | + | <u>an adjective</u> |

	BE	+	COMPLETION
4. Dogs are animals.	_____	+	_____
5. Jack is at home.	_____	+	_____
6. He's sick.	_____	+	_____
7. They're artists.	_____	+	_____
8. I'm in class.	_____	+	_____
9. Gina is upstairs.	_____	+	_____
10. Joe's pockets are empty.	_____	+	_____

### □ EXERCISE 29. Listening.



*Directions:* **Is** and **are** are often contracted with nouns in spoken English. Listen to the sentences. Practice saying them yourself.

- |  |  |
|--|--|
| 1. Grammar is easy.<br>↳ "Grammar's easy." | 7. My money is in my wallet.               |
| 2. My name is John.                        | 8. Mr. Smith is a teacher.                 |
| 3. My books are on the table.              | 9. Mrs. Lee is at home now.                |
| 4. My brother is 21 years old.             | 10. The sun is bright today.               |
| 5. The weather is cold today.              | 11. Tom is at home right now.              |
| 6. The windows are open.                   | 12. My roommates are from Chicago.         |
|  | 13. My sister is a student in high school. |

### □ EXERCISE 30. Listening.



*Directions:* Listen to the sentences. Circle the completions you hear.

*Example:* My friend \_\_\_\_\_ from Korea.

- A. is      **(B.)'s**      C. Ø\*

- |                                     |      |
|-------------------------------------|------|
| 1. The test _____ easy.             |      |
| A. is                      B. 's    | C. Ø |
| 2. My notebook _____ on the table.  |      |
| A. is                      B. 's    | C. Ø |
| 3. My notebooks _____ on the table. |      |
| A. are                      B. 're  | C. Ø |

\* Ø = nothing

4. Sue \_\_\_\_\_ a student.  
A. is                      B. 's                      C. Ø
5. The weather \_\_\_\_\_ warm today.  
A. is                      B. 's                      C. Ø
6. The windows \_\_\_\_\_ open.  
A. are                      B. 're                      C. Ø
7. My parents \_\_\_\_\_ from Cuba.  
A. are                      B. 're                      C. Ø
8. My cousins \_\_\_\_\_ from Cuba, too.  
A. are                      B. 're                      C. Ø
9. My \_\_\_\_\_ on my desk.  
A. book's                      B. books're                      C. Ø
10. The \_\_\_\_\_ in class.  
A. teacher's                      B. teachers're                      C. Ø

☐ **EXERCISE 31. Sentence review.**

*Directions:* Complete the sentences. Use **is** or **are**. Then exchange papers and correct each other's sentences.

1. \_\_\_\_\_ an animal.
2. \_\_\_\_\_ here.
3. \_\_\_\_\_ languages.
4. \_\_\_\_\_ not cheap.
5. \_\_\_\_\_ friendly.
6. \_\_\_\_\_ not expensive.
7. \_\_\_\_\_ an insect.
8. \_\_\_\_\_ countries.
9. \_\_\_\_\_ not from Canada.
10. \_\_\_\_\_ noisy.



# CHAPTER 2

## Using *Be* and *Have*

### □ EXERCISE 1. Preview: listening.



*Directions:* Listen to the questions. Circle *yes* or *no*.

*Example:* Is Africa a continent? (yes) no

- |        |    |        |    |        |    |
|--------|----|--------|----|--------|----|
| 1. yes | no | 4. yes | no | 7. yes | no |
| 2. yes | no | 5. yes | no | 8. yes | no |
| 3. yes | no | 6. yes | no | 9. yes | no |

### 2-1 YES/NO QUESTIONS WITH *BE*

QUESTION	STATEMENT	In a question, <b>be</b> comes in front of the subject.  PUNCTUATION: A question ends with a question mark (?). A statement ends with a period (.).
<i>BE</i> + SUBJECT	SUBJECT + <i>BE</i>	
(a) <b>Is</b> <i>Anna</i> a student?	<i>Anna</i> <b>is</b> a student.	
(b) <b>Are</b> <i>they</i> at home?	<i>They</i> <b>are</b> at home.	

### □ EXERCISE 2. Question practice.

*Directions:* Make questions for the given answers.

1. A: Is Mrs. Lee a teacher?

B: Yes, Mrs. Lee is a teacher.

2. A: \_\_\_\_\_

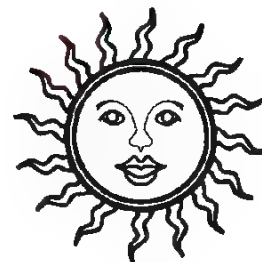
B: Yes, the sun is a ball of fire.

3. A: \_\_\_\_\_

B: Yes, carrots are vegetables.

4. A: \_\_\_\_\_

B: Yes, chickens are birds.





5. A: \_\_\_\_\_  
B: Yes, Mr. Wu is here today.
6. A: \_\_\_\_\_  
B: Yes, Sue and Mike are here today.
7. A: \_\_\_\_\_  
B: Yes, English grammar is fun.
8. A: \_\_\_\_\_  
B: Yes, I am ready for the next grammar chart.

2-2 SHORT ANSWERS TO YES/NO QUESTIONS		
QUESTION	SHORT ANSWER	<p>Spoken contractions are not used in short answers that begin with <i>yes</i>. In (a): <b>INCORRECT:</b> <i>Yes, she's.</i></p> <p>In (b): <b>INCORRECT:</b> <i>Yes, they're.</i></p> <p>In (c): <b>INCORRECT:</b> <i>Yes, I'm.</i></p>
(a) <i>Is Anna</i> a student?	→ Yes, <i>she is.</i>	
	→ No, <i>she's not.</i>	
	→ No, <i>she isn't.</i>	
(b) <i>Are they</i> at home?	→ Yes, <i>they are.</i>	In (b): <b>INCORRECT:</b> <i>Yes, they're.</i>
	→ No, <i>they aren't.</i>	
(c) <i>Are you</i> ready?	→ Yes, <i>I am.</i>	In (c): <b>INCORRECT:</b> <i>Yes, I'm.</i>
	→ No, <i>I'm not.*</i>	

\**Am* and *not* are not contracted.

### □ EXERCISE 3. Question practice.

Directions: Make questions and give short answers.

1. A: \_\_\_\_\_ *Are you tired?* \_\_\_\_\_  
B: \_\_\_\_\_ *No, I'm not.* \_\_\_\_\_ (I'm not tired.)
2. A: \_\_\_\_\_ *Is Anna in your class?* \_\_\_\_\_  
B: \_\_\_\_\_ *Yes, she is.* \_\_\_\_\_ (Anna is in my class.)
3. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I'm not homesick.)
4. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Bob is homesick.)

5. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Sue isn't here today.)
6. A: \_\_\_\_\_  
B: \_\_\_\_\_ (The students in this class are intelligent.)
7. A: \_\_\_\_\_  
B: \_\_\_\_\_ (The chairs in this room aren't comfortable.)
8. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I'm not married.)
9. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Tom and I are roommates.)
10. A: \_\_\_\_\_  
B: \_\_\_\_\_ (A butterfly is not a bird.)

□ **EXERCISE 4. Let's talk: find someone who . . . .**

*Directions:* Walk around the room. Ask your classmates questions. Find someone who can answer *yes* to each question. Write down his/her name. Use ***Are you . . . ?***

*Example:*

SPEAKER A: Are you hungry?

SPEAKER B: No, I'm not.

SPEAKER A: (*Ask another student.*) Are you hungry?

SPEAKER C: Yes, I am. (*Write down his/her name.*)

(*Now ask another student a different question.*)

	First name
1. hungry	
2. sleepy	
3. thirsty	
4. married	
5. a parent	
6. single	
7. happy	

	First name
8. tired	
9. nervous	
10. friendly	
11. lazy	
12. cold	
13. comfortable	
14. from ( <i>name of country</i> )	

### □ EXERCISE 5. Let's talk: pairwork.

*Directions:* Work with a partner. Ask and answer questions. You can look at your book before you speak. When you speak, look at your partner.

*Example:* turtles: fast/slow

PARTNER A: Are turtles fast?

PARTNER B: No, they aren't.

PARTNER A: Your turn now.

OR

PARTNER A: Are turtles slow?

PARTNER B: Yes, they are.

PARTNER A: Your turn now.

Partner A	Partner B
1. a mouse: big/little	1. diamonds: expensive/cheap
2. lemons: sweet/sour	2. your grammar book: light/heavy
3. the world: flat/round	3. butterflies: beautiful/ugly
4. the weather: cool today/warm today	4. English grammar: easy/difficult
5. your dictionary: with you/at home	5. dolphins: intelligent/dumb
6. your shoes: comfortable/uncomfortable	6. the floor in this room: clean/dirty

### □ EXERCISE 6. Question practice.

*Directions:* Complete the conversations with your own words.

1. A: Are you a student at this school?

B: Yes, \_\_\_\_\_.

A: \_\_\_\_\_ you from \_\_\_\_\_?

B: No, \_\_\_\_\_ from \_\_\_\_\_.

2. A: Are you a/an \_\_\_\_\_?

B: No, \_\_\_\_\_ not. I'm a/an \_\_\_\_\_.

3. A: Are \_\_\_\_\_ expensive?

B: Yes, \_\_\_\_\_.

A: Is \_\_\_\_\_ expensive?

B: No, \_\_\_\_\_.

4. A: \_\_\_\_\_ countries in Asia?

B: Yes, \_\_\_\_\_ are.

A: \_\_\_\_\_ a country in South America?

B: Yes, \_\_\_\_\_ is.

A: \_\_\_\_\_ a country in Africa?

B: No, \_\_\_\_\_ not. It's a country in \_\_\_\_\_.

## 2-3 QUESTIONS WITH BE: USING WHERE

**Where** asks about place. **Where** comes at the beginning of the question, in front of **be**.

QUESTION		SHORT ANSWER + (LONG ANSWER)
<i>BE + SUBJECT</i>		
(a)	<b>Is</b> <i>the book</i> on the table?	→ Yes, <b>it is</b> . ( <i>The book is on the table.</i> )
(b)	<b>Are</b> <i>the books</i> on the table?	→ Yes, <b>they are</b> . ( <i>The books are on the table.</i> )
<i>WHERE + BE + SUBJECT</i>		
(c)	<b>Where</b> <b>is</b> <i>the book</i> ?	→ <b>On the table</b> . ( <i>The book is on the table.</i> )
(d)	<b>Where</b> <b>are</b> <i>the books</i> ?	→ <b>On the table</b> . ( <i>The books are on the table.</i> )

### □ EXERCISE 7. Question practice.

*Directions:* Make questions.

1. A: \_\_\_\_\_ *Is Kate at home?*

B: Yes, she is. (*Kate is at home.*)

2. A: \_\_\_\_\_ *Where is Kate?*

B: At home. (*Kate is at home.*)

3. A: \_\_\_\_\_

B: Yes, it is. (*Cairo is in Egypt.*)

4. A: \_\_\_\_\_

B: In Egypt. (*Cairo is in Egypt.*)



5. A: \_\_\_\_\_

B: Yes, they are. (The students are in class today.)

6. A: \_\_\_\_\_

B: In class. (The students are in class today.)

7. A: \_\_\_\_\_

B: On Main Street. (The post office is on Main Street.)

8. A: \_\_\_\_\_

B: Yes, it is. (The train station is on Grand Avenue.)

9. A: \_\_\_\_\_

B: Over there. (The bus stop is over there.)

10. A: \_\_\_\_\_

B: At the zoo. (Sue and Ken are at the zoo today.)

### ☐ EXERCISE 8. Let's talk: pairwork.

*Directions:* Work with a partner. Ask questions. Use **where**. You can look at your book before you speak. When you speak, look at your partner.

*Example:*

PARTNER A: Where is your pen?

PARTNER B: It's in my hand. (*or any other true answer*)

PARTNER A: Your turn now.

Partner A	Partner B
1. your dictionary	1. your notebooks
2. your money	2. your wallet
3. your books	3. your glasses or sunglasses
4. your coat	4. your family
5. your pencil	5. your apartment
6. ( <i>name of a classmate</i> )	6. ( <i>names of two classmates</i> )
7. your hometown	7. your hometown
8. ( <i>name of a city in the world</i> )	8. ( <i>name of a country in the world</i> )

## 2-1 USING HAVE AND HAS

SINGULAR	PLURAL	
(a) <b>I</b> <i>have</i> a pen.	(f) <b>We</b> <i>have</i> pens.	<i>I</i> <i>you</i> <i>we</i> <i>they</i>
(b) <b>You</b> <i>have</i> a pen.	(g) <b>You</b> <i>have</i> pens.	
(c) <b>She</b> <i>has</i> a pen.	(h) <b>They</b> <i>have</i> pens.	
(d) <b>He</b> <i>has</i> a pen.		<i>she</i> <i>he</i> <i>it</i>
(e) <b>It</b> <i>has</i> blue ink.		

+ *have*

+ *has*

### □ EXERCISE 9. Sentence practice.

Directions: Complete the sentences. Use *have* and *has*.

- We have grammar books.
- I            a dictionary.
- Kate            a blue pen. She            a blue notebook too.
- You            a pen in your pocket.
- Bob            a notebook on his desk.
- Anna and Bob            notebooks. They            pens too.
- Samir is a student in our class. He            a red grammar book.
- I            a grammar book. It            a red cover.
- You and I are students. We            books on our desks.
- Mike            a wallet in his pocket. Sara            a wallet in her purse.
- Nadia isn't in class today because she            the flu.
- Mr. and Mrs. Johnson            two daughters.
- Ducks            feathers.
- A duck            a beak.



## □ EXERCISE 10. Sentence practice.

*Directions:* Complete the sentences with **have** or **has** and words from the list.

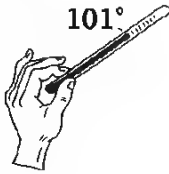
<i>backaches</i>	<i>a headache</i>	<i>a stomachache</i>
<i>a cold</i>	<i>a sore throat</i>	<i>toothaches</i>
<i>a fever</i>		



1. Mr. Wu \_\_\_\_\_.



2. The patients \_\_\_\_\_.



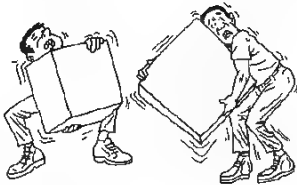
3. I \_\_\_\_\_.



4. Mrs. Ramirez \_\_\_\_\_.



5. You \_\_\_\_\_.



6. The workers \_\_\_\_\_.



7. Olga \_\_\_\_\_.

## □ EXERCISE 11. Let's talk: pairwork.

*Directions:* Complete this conversation with a partner. You can look at your book before you speak. When you speak, look at your partner.

Partner A: How \_\_\_\_\_?

Partner B: Not so good. \_\_\_\_\_.

Partner A: That's too bad. Your turn now.

*Example:*

1. Jim? . . . a toothache

2. Susan? . . . a stomachache

PARTNER A: How's Jim?

PARTNER B: Not so good. He has a toothache.

PARTNER A: That's too bad. Your turn now.



PARTNER B: How's Susan?

PARTNER A: Not so good. She has a stomachache.

PARTNER B: That's too bad. Your turn now.

- |                                 |   |
|---------------------------------|---|
| 1. you? ... a headache          | 5. your parents? ... colds                |
| 2. you? ... a sore tooth        | 6. the patients? ... stomachaches         |
| 3. your mother? ... a sore back | 7. your little brother? ... a sore throat |
| 4. Mr. Lee? ... a backache      | 8. Mrs. Wood? ... a fever                 |

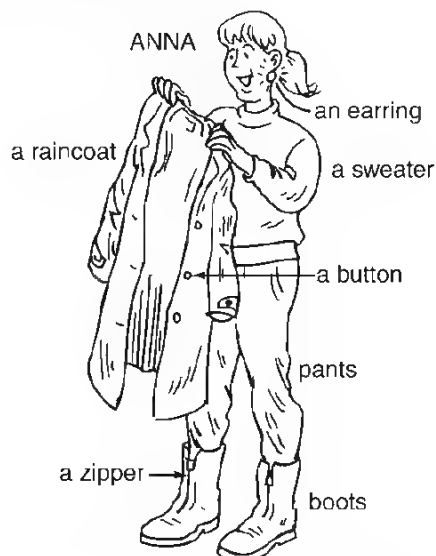
## □ EXERCISE 12. Listening.



*Directions:* Listen to the sentences. Circle the verbs you hear.

*Example:* Anna \_\_\_\_\_ boots. (has) have

- |        |      |
|--------|------|
| 1. has | have |
| 2. has | have |
| 3. has | have |
| 4. has | have |
| 5. has | have |
| 6. has | have |
| 7. has | have |
| 8. has | have |



## □ EXERCISE 13. Let's talk: find someone who ....

*Directions:* Walk around the room. Ask your classmates questions. Try to find people who can answer *yes* to the questions. Write down their names. Use ***Do you have ... ?***

*Example:* ... car?

SPEAKER A: Do you have a car?

SPEAKER B: Yes, I have a car. OR No, I don't have a car.

(You can also give additional information: I have a sports car.)

	First name		First name
1. brothers and sisters?		5. a job?	
2. children?		6. a favorite sport?	
3. pets?		7. a favorite movie star?	
4. hobbies?		8. a favorite movie?	

## 2-5 USING MY, YOUR, HIS, HER, OUR, THEIR

SINGULAR	PLURAL	SUBJECT FORM	POSSESSIVE FORM
(a) <b>I</b> have a book. <b>My</b> book is red.	(e) <b>We</b> have books. <b>Our</b> books are red.	<i>I</i> → <i>my</i>	
(b) <b>You</b> have a book. <b>Your</b> book is red.	(f) <b>You</b> have books. <b>Your</b> books are red.	<i>you</i> → <i>your</i>	
(c) <b>She</b> has a book. <b>Her</b> book is red.	(g) <b>They</b> have books. <b>Their</b> books are red.	<i>she</i> → <i>her</i>	
(d) <b>He</b> has a book. <b>His</b> book is red.		<i>he</i> → <i>his</i>	
		<i>we</i> → <i>our</i>	
		<i>they</i> → <i>their</i>	
		I possess a book. = I have a book. = It is my book.	
		My, our, her, his, our, and their are called "possessive adjectives." They come in front of nouns.	

### □ EXERCISE 14. Sentence practice.

*Directions:* Complete the sentences with the correct possessive adjectives.

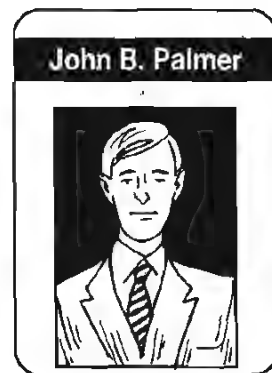
1. You're next. It's \_\_\_\_\_ turn.
2. Sue's next. It's \_\_\_\_\_ turn.
3. John and Jane are next. It's \_\_\_\_\_ turn.
4. My aunt is next. It's \_\_\_\_\_ turn.
5. I'm next. It's \_\_\_\_\_ turn.
6. The children are next. It's \_\_\_\_\_ turn.
7. You and Sam are next. It's \_\_\_\_\_ turn.
8. Marcos and I are next. It's \_\_\_\_\_ turn.
9. Bill's next. It's \_\_\_\_\_ turn.
10. Mrs. Brown is next. It's \_\_\_\_\_ turn.

### □ EXERCISE 15. Sentence practice.

*Directions:* Complete the sentences with the information on the ID cards.

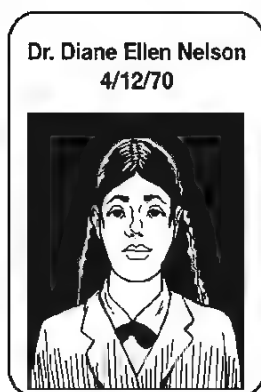
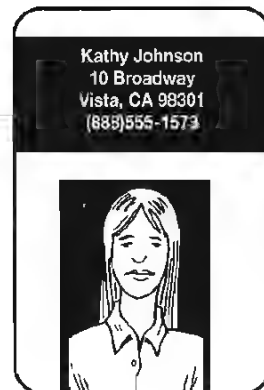
What information do you know about this person from his ID card?

1. \_\_\_\_\_ last name is \_\_\_\_\_.
2. \_\_\_\_\_ first name is \_\_\_\_\_.
3. \_\_\_\_\_ middle initial is \_\_\_\_\_.



What information do the ID cards give you about Don and Kathy Johnson?

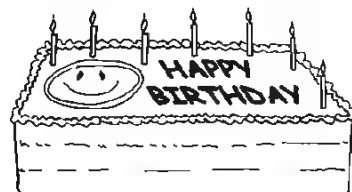
4. \_\_\_\_\_ zip code is \_\_\_\_\_.
5. \_\_\_\_\_ area code is \_\_\_\_\_.



What do you know about Dr. Nelson?

April

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	



6. \_\_\_\_\_ birthdate is \_\_\_\_\_.
7. \_\_\_\_\_ birthday is \_\_\_\_\_.
8. \_\_\_\_\_ middle name is \_\_\_\_\_.

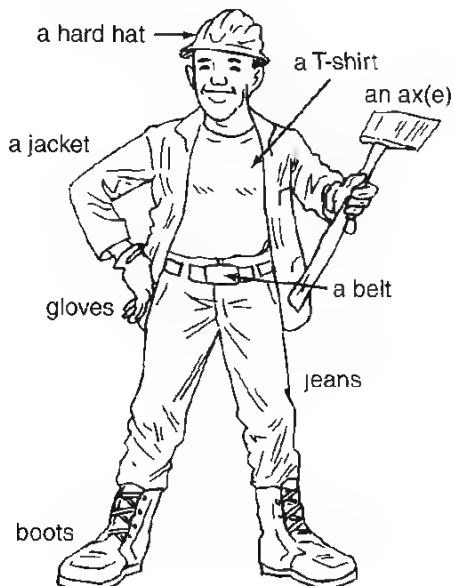
Write about yourself.

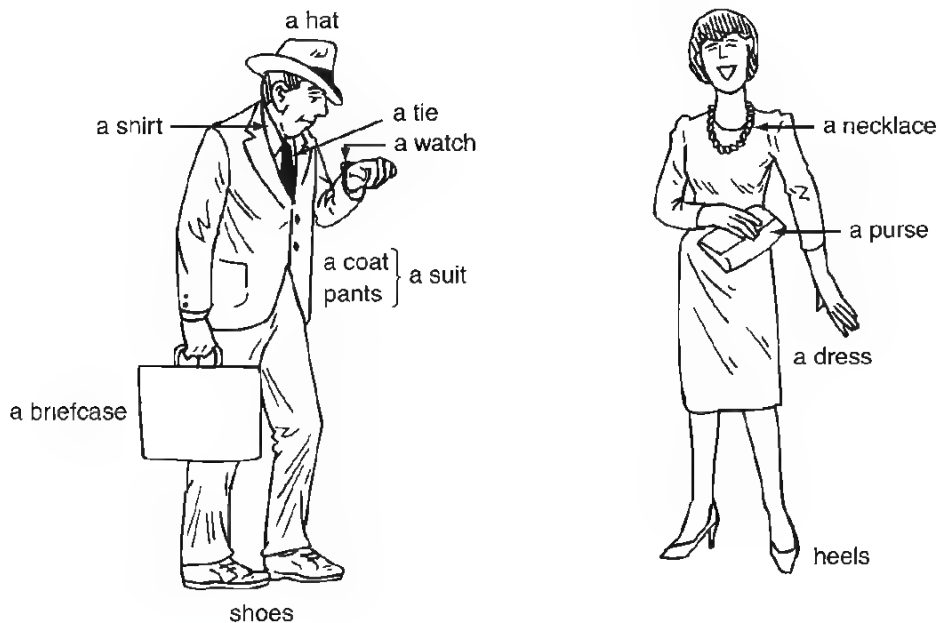
9. \_\_\_\_\_ first name is \_\_\_\_\_.
10. \_\_\_\_\_ last name is \_\_\_\_\_.
11. \_\_\_\_\_ middle name is \_\_\_\_\_.
12. \_\_\_\_\_ middle initial is \_\_\_\_\_.
13. \_\_\_\_\_ area code is \_\_\_\_\_.
14. \_\_\_\_\_ phone number is \_\_\_\_\_.
15. \_\_\_\_\_ zip code is \_\_\_\_\_.

□ **EXERCISE 16. Let's talk: pairwork.**

*Directions:* Work with a partner. Look at the vocabulary. Put a check (✓) beside the words you know. Ask your partner about the ones you don't know. Your teacher can help you. The pictures below and on the next page illustrate clothing and jewelry.

VOCABULARY CHECKLIST		
Colors	Clothes	Jewelry
___ black ___ blue, dark blue, light blue ___ blue green ___ brown, dark brown, light brown ___ gold ___ gray, dark gray, light gray ___ green, dark green, light green ___ orange ___ pink ___ purple ___ red ___ silver ___ tan, beige ___ white ___ yellow	___ belt ___ blouse ___ boots ___ coat ___ dress ___ gloves ___ hat ___ jacket ___ jeans ___ pants ___ sandals ___ shirt ___ shoes ___ skirt ___ socks ___ suit ___ sweater ___ tie, necktie ___ T-shirt	___ bracelet ___ earrings ___ necklace ___ ring ___ watch/wristwatch





### □ EXERCISE 17. Sentence practice.

*Directions:* Complete the sentences with **my**, **your**, **her**, **his**, **our**, or **their**.

1. Rita is wearing a blouse. Her blouse is light blue.
2. Tom is wearing a shirt. \_\_\_\_\_ shirt is yellow and brown.
3. I am wearing jeans. \_\_\_\_\_ jeans are blue.
4. Bob and Tom are wearing boots. \_\_\_\_\_ boots are brown.
5. Sue and you are wearing dresses. \_\_\_\_\_ dresses are red.
6. Ann and I are wearing sweaters. \_\_\_\_\_ sweaters are green.
7. You are wearing shoes. \_\_\_\_\_ shoes are dark brown.
8. Sue is wearing a skirt. \_\_\_\_\_ skirt is black.
9. John is wearing a belt. \_\_\_\_\_ belt is white.
10. Sue and Ann are wearing socks. \_\_\_\_\_ socks are dark gray.
11. Tom is wearing pants. \_\_\_\_\_ pants are dark blue.
12. I am wearing earrings. \_\_\_\_\_ earrings are gold.

### □ EXERCISE 18. Let's talk: class activity.

*Directions:* Your teacher will ask you questions about people and their clothing. Then describe an article of clothing/jewelry and its color. Use this pattern:  
*possessive adjective + noun + is/are + color.* Close your book for this activity.

*Examples:*

TEACHER: Look at Ali. Tell me about his shirt. What color is his shirt?

STUDENT: His shirt is blue.

TEACHER: Look at Rosa. What is this?

STUDENT: A sweater.

TEACHER: Tell me about her sweater. What color is it?

STUDENT: Her sweater is red.

TEACHER: Look at me. What am I touching?

STUDENT: Your shoes.

TEACHER: Tell me about the color.

STUDENT: Your shoes are brown.

### □ EXERCISE 19. Sentence practice.

*Directions:* Complete the sentences. Use **have** or **has**. Use **my**, **your**, **her**, **his**, **our**, or **their**.

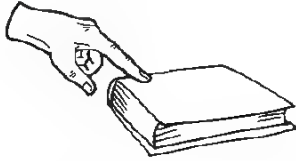

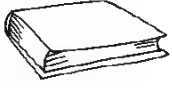
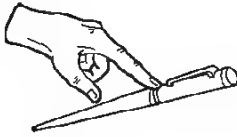




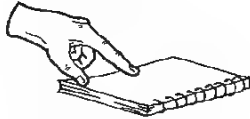
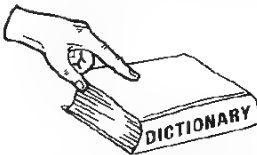




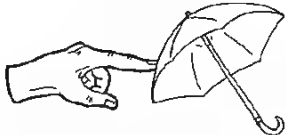
1. I have a book. My book is interesting.
2. Bob \_\_\_\_\_ a backpack. \_\_\_\_\_ backpack is green.
3. You \_\_\_\_\_ a raincoat. \_\_\_\_\_ raincoat is brown.
4. Kate \_\_\_\_\_ a raincoat. \_\_\_\_\_ raincoat is red.
5. Ann and Jim are married. They \_\_\_\_\_ a baby. \_\_\_\_\_ baby is six months old.
6. Ken and Sue \_\_\_\_\_ a daughter. \_\_\_\_\_ daughter is ten years old.
7. John and I \_\_\_\_\_ a son. \_\_\_\_\_ son is seven years old.
8. I \_\_\_\_\_ a brother. \_\_\_\_\_ brother is sixteen.
9. We \_\_\_\_\_ grammar books. \_\_\_\_\_ grammar books are red.
10. Tom and you \_\_\_\_\_ backpacks. \_\_\_\_\_ backpacks are brown.
11. Ann \_\_\_\_\_ a dictionary. \_\_\_\_\_ dictionary is red.
12. Mike \_\_\_\_\_ a car. \_\_\_\_\_ car is blue.

## 2-6 USING THIS AND THAT

(a) I have a book in my hand. <b>This book</b> is red. (b) I see a book on your desk. <b>That book</b> is blue. (c) <b>This</b> is my book. (d) <b>That</b> is your book.	<i>this</i> book = the book is near me. <i>that</i> book = the book is not near me.
(e) <b>That's</b> her book.	CONTRACTION: <i>that is</i> = <i>that's</i>
(f) <b>This is</b> ("This's") her book.	In spoken English, <i>this is</i> is usually pronounced as "this's." It is not used in writing.

### □ EXERCISE 20. Sentence completion.

Directions: Complete the sentences with *this* or *that*.

 1. <u>  This  </u> is my book.	  2. <u>  That  </u> is your book.
 3. <u>          </u> is a pen.	  4. <u>          </u> is a pencil.
  5. <u>          </u> is his notebook.	 6. <u>          </u> is her notebook.
 7. <u>          </u> is my dictionary.	  8. <u>          </u> is your dictionary.
  9. <u>          </u> is his umbrella.	 10. <u>          </u> is our umbrella.



□ **EXERCISE 21. Let's talk: pairwork.**

*Directions:* Work with a partner. Use **this** and **that**. Touch and point to things in the classroom.

*Example:* red \ yellow

PARTNER A (*book open*): red \ yellow

PARTNER B (*book closed*): This (book) is red. That (shirt) is yellow.

(*Partner B touches a red book and points to a yellow shirt.*)

1. red \ blue
2. red \ green
3. red \ yellow
4. blue \ black
5. white \ black
6. orange \ green

*Switch roles.*

PARTNER A: Close your book.

PARTNER B: Open your book. Your turn to talk now.

7. red \ pink
8. dark blue \ light blue
9. black \ gray
10. gold \ silver
11. dark brown \ tan
12. purple \ red

□ **EXERCISE 22. Listening.**



*Directions:* Listen to the sentences. Circle the words you hear.

*Example:* \_\_\_\_ is my pen. (This) That

1. This      That
2. This      That
3. This      That
4. This      That
5. this      that
6. This      That
7. this      that
8. this      that
9. This      That
10. This      That

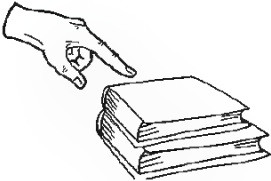


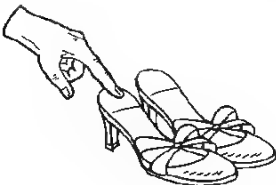

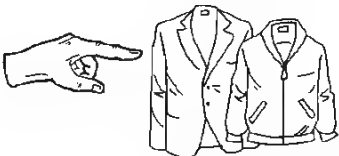
## 2-7 USING THESE AND THOSE

- (a) My books are on my desk. **These** are my books.  
 (b) Your books are on your desk. **Those** are your books.

SINGULAR		PLURAL
this	→	these
that	→	those

### □ EXERCISE 23. Sentence practice.

Directions: Complete the sentences with *these* or *those*.

 1. _____ are my books.	 2. _____ are your pencils.
 3. _____ are his boots.	 4. _____ are her shoes.
 5. _____ are your hats.	 6. _____ are their jackets.

### □ EXERCISE 24. Sentence practice.

Directions: Complete the sentences. Use the words in parentheses.

- (This, These) \_\_\_\_\_ *These* books belong to me. (That, Those)  
                   \_\_\_\_\_ *That* book belongs to Kate.
- (This, These) \_\_\_\_\_ coat is black. (That, Those)  
                   \_\_\_\_\_ coats are tan.

3. (*This, These*) \_\_\_\_\_ earrings are gold. (*That, Those*)  
\_\_\_\_\_ earrings are silver.
4. (*This, These*) \_\_\_\_\_ pencil belongs to Alex.  
(*That, Those*) \_\_\_\_\_ pencil belongs to Olga.
5. (*This, These*) \_\_\_\_\_ sunglasses belong to me.  
(*That, Those*) \_\_\_\_\_ sunglasses belong to you.
6. (*This, These*) \_\_\_\_\_ exercise is easy. (*That, Those*)  
\_\_\_\_\_ exercises are hard.
7. Students are sitting at (*this, these*) \_\_\_\_\_ desks, but  
(*that, those*) \_\_\_\_\_ desks are empty.
8. (*This, These*) \_\_\_\_\_ book is on my desk. (*That, Those*)  
\_\_\_\_\_ books are on your desk.

#### □ EXERCISE 25. Let's talk: pairwork.

*Directions:* Work with a partner. Use **this**, **that**, **these**, or **those**. Touch and point to things in the classroom.

*Example:*

PARTNER A (*book open*): book

PARTNER B (*book closed*): This is my book. That is your book.

PARTNER A (*book open*): books

PARTNER B (*book closed*): These are my books. Those are your books.

- |             |               |
|-------------|---------------|
| 1. notebook | 4. dictionary |
| 2. coat     | 5. purse      |
| 3. coats    | 6. glasses    |

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn to talk now.

- |              |          |
|--------------|----------|
| 7. notebooks | 10. pens |
| 8. shoes     | 11. pen  |
| 9. wallet    | 12. desk |

## 1-8 ASKING QUESTIONS WITH *WHAT* AND *WHO* + *BE*

(a) <b><i>What is</i></b> this (thing)?	It's a pen.	<b><i>What</i></b> asks about things. <b><i>Who</i></b> asks about people.  Note: In questions with <b><i>what</i></b> and <b><i>who</i></b> , • <b><i>is</i></b> is followed by a singular word. • <b><i>are</i></b> is followed by a plural word.
(b) <b><i>Who is</i></b> that (man)?	That's Mr. Lee.	
(c) <b><i>What are</i></b> those (things)?	They're pens.	
(d) <b><i>Who are</i></b> they?	They're Mr. and Mrs. Lee.	
(e) <b><i>What's</i></b> this?		CONTRACTIONS <i>what is</i> = <i>what's</i> <i>who is</i> = <i>who's</i>
(f) <b><i>Who's</i></b> that man?		

### □ EXERCISE 26. Sentence practice.

*Directions:* Complete the questions with ***what*** or ***who*** and ***is*** or ***are***.

- A: Who is that woman?

B: She's my sister. Her name is Sonya.
- A:                                  those things?

B: They're ballpoint pens.
- A:                                  that?

B: That's Ms. Walenski.
- A:                                  this?

B: That's my new notebook.
- A: Look at those people over there.                                  they?

B: I'm not sure, but I think they're new students from Thailand.
- A:                                  your name?

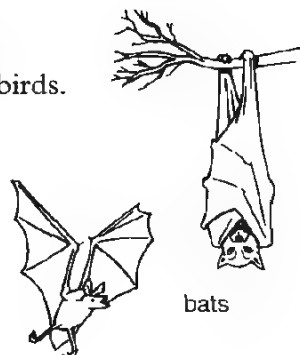
B: Anita.
- A:                                  your grammar teacher?

B: Mr. Cook.
- A:                                  your favorite teachers?

B: Mr. Cook and Ms. Rosenberg.

9. A: \_\_\_\_\_ a rabbit?  
B: It's a small furry animal with big ears.

10. A: \_\_\_\_\_ bats?  
B: They're animals that can fly. They're not birds.



□ **EXERCISE 27. Let's talk: pairwork.**

*Directions:* Work with a partner. Talk about things and people in the classroom. You can look at your book before you speak. When you speak, look at your partner.

*Example:* What's this?

PARTNER A (*book open*): What's this? (*indicating a book*)

PARTNER B (*book closed*): This is your grammar book.

PARTNER A (*book open*): Who's that? (*indicating a classmate*)

PARTNER B (*book closed*): That's Ivan.

1. What's this?
2. Who's that?
3. What's that?
4. What are these?
5. Who's this?
6. What are those?

*Switch roles.*

PARTNER A: Close your book.

PARTNER B: Open your book. Your turn to ask questions. Use new people and things in your questions.

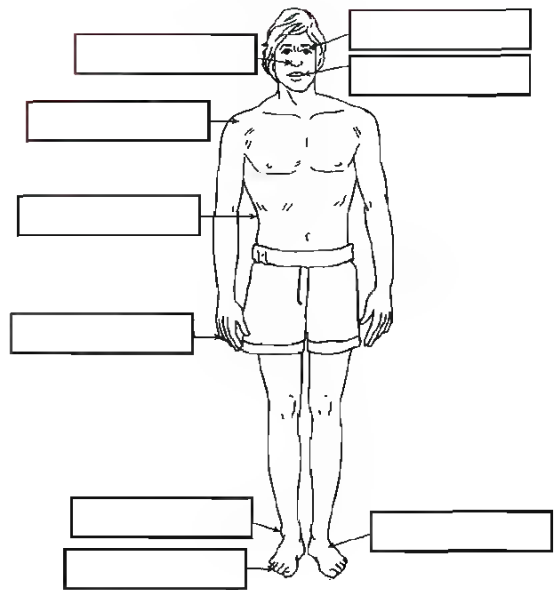
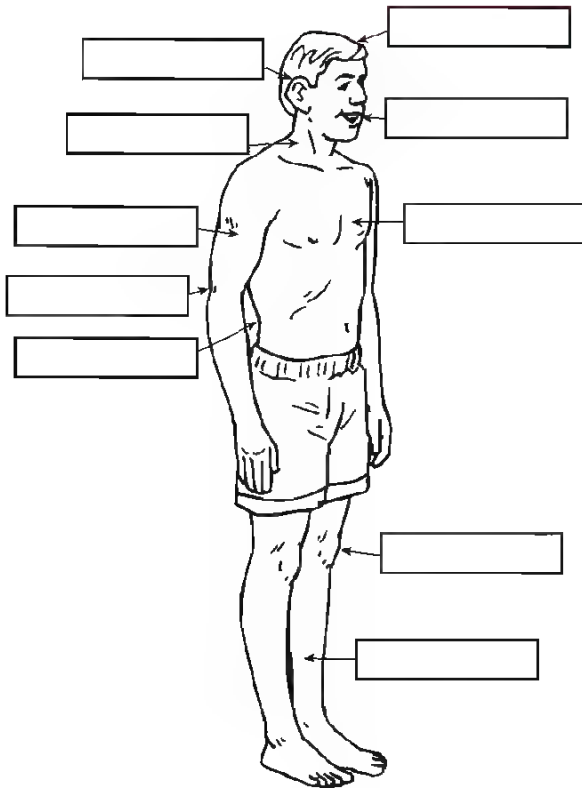
7. Who's this?
8. What's this?
9. What are those?
10. What's that?
11. Who's that?
12. What are these?

□ **EXERCISE 28. Let's talk: pairwork.**

*Directions:* Work with a partner.

**PART I.** Write the names of the parts of the body on the illustration. Use the words in the list.

<i>ankle</i>	<i>ear</i>	<i>foot</i>	<i>leg</i>	<i>shoulder</i>
<i>arm</i>	<i>elbow</i>	<i>hand</i>	<i>mouth</i>	<i>side</i>
<i>back</i>	<i>eye</i>	<i>head</i>	<i>neck</i>	<i>teeth</i>
<i>chest</i>	<i>fingers</i>	<i>knee</i>	<i>nose</i>	<i>toes</i>



**PART II.** With your partner, take turns asking questions with *this*, *that*, *these*, and *those*.

*Note:* Both partners can ask about both pictures.

*Example:*

PARTNER A: What is this?

PARTNER B: This is his leg.

PARTNER B: What are those?

PARTNER A: Those are his fingers.

□ **EXERCISE 29. Let's talk: class activity.**

*Directions:* Close your books for this activity. Your teacher will ask questions. Answer with **this**, **that**, **these**, and **those**.

*Example:* hand

TEACHER: What is this? (*The teacher indicates her or his hand.*)

STUDENT: That is your hand.

OR

TEACHER: What is that? (*The teacher indicates a student's hand.*)

STUDENT: This is my hand.

- |          |             |
|----------|-------------|
| 1. nose  | 6. knee     |
| 2. eyes  | 7. foot     |
| 3. arm   | 8. shoulder |
| 4. elbow | 9. fingers  |
| 5. legs  | 10. ears    |

□ **EXERCISE 30. Let's talk: pairwork.**

*Directions:* Ask your partner questions about the picture on p. 46. Use **What's this?** **What's that?** **What are these?** **What are those?**

Partner A: Use the list below to point out items on the picture.

Partner B: Look at the picture on p. 46 and name the items your partner points to.

*Example:* apples

PARTNER A: What are these? (*pointing to apples in the picture*)

PARTNER B: These are apples.

*Example:* tree

PARTNER A: What's this? (*touching a tree in the picture*)

PARTNER B: This is a tree.

- |           |               |           |            |
|-----------|---------------|-----------|------------|
| 1. apples | 4. ears       | 7. clouds | 10. bat    |
| 2. fence  | 5. apple tree | 8. dog    | 11. trees  |
| 3. log    | 6. cow        | 9. egg    | 12. turtle |

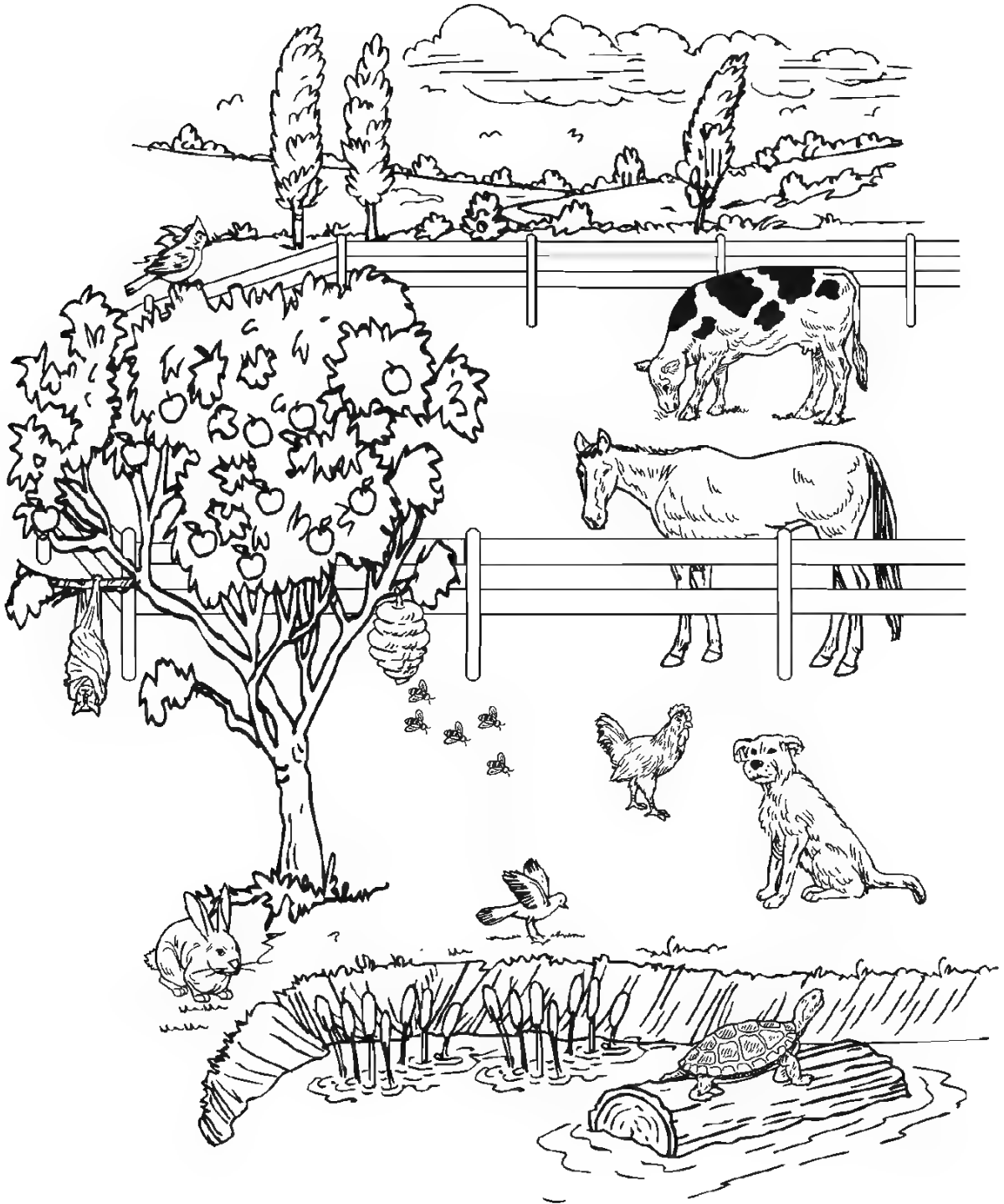
*Switch roles.*

Partner B: Use the list to point out items on the picture.

Partner A: Look at the picture on p. 46 and name the items your partner points to.

- |             |            |             |           |
|-------------|------------|-------------|-----------|
| 13. animals | 16. bee    | 19. beehive | 22. wings |
| 14. grass   | 17. fences | 20. bird    | 23. tree  |
| 15. birds   | 18. bees   | 21. chicken | 24. hill  |





□ **EXERCISE 31. Chapter review: error analysis.**

*Directions:* Correct the errors.

1. We ~~is~~ <sup>are</sup> students.
2. I no hungry.
3. I am student. He is teacher.
4. Yoko not here. She at school.
5. I'm from Mexico. Where you are from?
6. Roberto he is a student in your class?
7. Those pictures are beautifuls.
8. This is you dictionary. It not my dictionary.
9. Mr. Lee have a brown coat.
10. They are n't here today.
11. This books are expensive.
12. Cuba is a island.

□ **EXERCISE 32. Chapter review.**

*Directions:* Circle the correct completion.

*Example:* Those \_\_\_\_\_ expensive.

A. book is    **(B.) books are**    C. books is

1. Ann \_\_\_\_\_ a grammar book.  
A. have                      B. is                      C. has
2. This floor \_\_\_\_\_.  
A. dirty is                      B. dirty                      C. is dirty
3. \_\_\_\_\_ yellow.  
A. A banana are              B. A banana is              C. Bananas is

4. BOB: \_\_\_\_\_ is your apartment?

ANN: It's on Forest Street.

- A. What                      B. Where                      C. Who

5. Mike is \_\_\_\_\_ engineer.

- A. a                      B. an                      C. on

6. Give this to Ann. It is \_\_\_\_\_ dictionary.

- A. she                      B. an                      C. her

7. YOKO: \_\_\_\_\_ these?

GINA: My art books. I'm taking an art history course.

- A. What is                      B. Who are                      C. What are

8. TOM: Are you hungry?

SUE: Yes, \_\_\_\_\_.

- A. I'm                      B. I'm not                      C. I am

9. \_\_\_\_\_ books are really expensive.

- A. Those                      B. They                      C. This

10. TINA: \_\_\_\_\_ that?

JIM: That's Paul Carter.

- A. Who's                      B. What's                      C. Where's

11. That is \_\_\_\_\_.

- A. a mistakes                      B. mistakes                      C. a mistake

12. PAUL: \_\_\_\_\_ in your class?

ERIC: No.

- A. Mr. Kim                      B. Is Mr. Kim                      C. Mr. Kim is he

### □ EXERCISE 33. Chapter review.

*Directions:* Complete the sentences with **am**, **is**, or **are**. Use **not** if necessary.

1. Lemons \_\_\_\_\_ vegetables.

2. A lemon \_\_\_\_\_ a kind of fruit.

3. I \_\_\_\_\_ from the United States.

4. We \_\_\_\_\_ human beings.

5. Eggs \_\_\_\_\_ oval.

6. Chickens \_\_\_\_\_ birds, but bats \_\_\_\_\_ birds.

7. Salt \_\_\_\_\_ sweet. Sugar \_\_\_\_\_ sweet.
8. Soccer \_\_\_\_\_ a sport.
9. Soccer and basketball \_\_\_\_\_ sports.
10. Africa \_\_\_\_\_ a country. It \_\_\_\_\_ a continent.

☐ **EXERCISE 34. Chapter review.**

*Directions:* Complete the conversations.

1. A: Where \_\_\_\_\_ your book?  
B: Yoko \_\_\_\_\_ it.  
A: Where \_\_\_\_\_ your notebooks?  
B: Ali and Roberto \_\_\_\_\_ my notebooks.
2. A: \_\_\_\_\_ this?  
B: It \_\_\_\_\_ picture of my family.  
A: \_\_\_\_\_ this?  
B: That's \_\_\_\_\_ father.  
A: \_\_\_\_\_ they?  
B: My brother and sister.
3. A: What's \_\_\_\_\_?  
B: I don't know. Ask someone else.  
A: What's \_\_\_\_\_?  
B: It's \_\_\_\_\_.
4. A: \_\_\_\_\_ an animal?  
B: Yes.  
A: \_\_\_\_\_ animals?  
B: Yes.  
A: \_\_\_\_\_ an insect?  
B: No, it's not. It's an animal too.

5. A: Where \_\_\_\_\_?

B: He's \_\_\_\_\_.

A: Where \_\_\_\_\_?

B: They're \_\_\_\_\_.

6. A: \_\_\_\_\_ turtle?

B: Just a minute. Let me look in my dictionary. Okay. A turtle is a reptile.

A: \_\_\_\_\_ reptile?

B: \_\_\_\_\_ animal that has cold blood.

A: \_\_\_\_\_ snake a reptile too?

B: Yes, \_\_\_\_\_ reptiles too.

#### □ EXERCISE 35. Review: pairwork.

*Directions:* Work with a partner. Give directions using the given prepositions. You can look at your book. When you speak, look at your partner.

*Example:* in

PARTNER A: Put your pen in your pocket.

PARTNER B: (*Partner B puts her/his pen in her/his pocket.*)

PARTNER A: Your turn now.

Partner A	Partner B
1. in	1. in
2. on	2. between
3. above	3. behind
4. under	4. above
5. between	5. on
6. next to	6. next to
7. behind	7. under

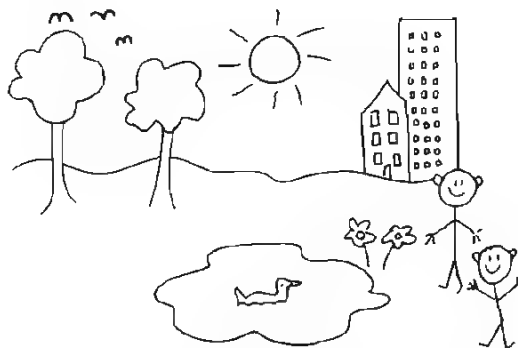
□ EXERCISE 36. Activity: let's talk.

**Directions:** Do one or more of these activities. In each activity, ask **What's this? What's that? What are these? What are those?** and any other questions you want to ask.

**ACTIVITY 1. Pairwork.**

Use a blank sheet of paper. Draw a simple picture of an outdoor scene: for example, things you can see in a park, on a city street, in the country, at a marketplace. Show your picture to a partner and answer questions about it.

*Sample drawing:*



**ACTIVITY 2.** Group work.

Volunteers can draw pictures of outdoor scenes on the chalkboard, and the class will ask questions about the pictures.

**ACTIVITY 3.** Pairwork or group work.

Bring to class pictures without people in them: postcards, photographs, magazine ads, etc. Show them to a partner or the class and answer questions about them. Your teacher will help answer questions about vocabulary.

**ACTIVITY 4.** Pairwork or group work.

Draw the floor plan of your dream house. Show where the kitchen is, the bedrooms, etc. Show the drawing to a partner or the class and answer questions about it.

□ **EXERCISE 37.** Chapter review.

**Directions:** Complete the sentences in this composition by Carlos.

My name is Carlos. I am OR I'm from Mexico.  
I a student. am twenty years old.

My family lives in Mexico City. \_\_\_\_\_ father \_\_\_\_\_ a  
businessman. \_\_\_\_\_ fifty-one years old. \_\_\_\_\_ mother  
\_\_\_\_\_ a housewife. \_\_\_\_\_ forty-nine years old.

I \_\_\_\_\_<sup>11</sup> two sisters and one brother. The names of my sisters  
 \_\_\_\_\_<sup>12</sup> Rosa and Patricia. Rosa \_\_\_\_\_<sup>13</sup> a teacher.  
 \_\_\_\_\_<sup>14</sup> twenty-eight years old. Patricia \_\_\_\_\_<sup>15</sup> a student.  
 \_\_\_\_\_<sup>16</sup> eighteen years old. The name of \_\_\_\_\_<sup>17</sup> brother  
 \_\_\_\_\_<sup>18</sup> Pedro. \_\_\_\_\_<sup>19</sup> an engineer. He is married. He  
 \_\_\_\_\_<sup>20</sup> two children.

I live in a dormitory. \_\_\_\_\_<sup>21</sup> a tall building on Pine Street. My address  
 \_\_\_\_\_<sup>22</sup> 3225 Pine St. I live with my roommate. \_\_\_\_\_<sup>23</sup> name is Bob.  
 \_\_\_\_\_<sup>24</sup> from Chicago. \_\_\_\_\_<sup>25</sup> nineteen years old.

I like my classes. \_\_\_\_\_<sup>26</sup> interesting. I like \_\_\_\_\_<sup>27</sup>  
 classmates. \_\_\_\_\_<sup>28</sup> friendly.

### □ EXERCISE 38. Review.

*Directions:* Write a composition by completing the sentences. (Use your own paper.)

*Note:* A sentence begins with a capital letter (a big letter), and a sentence ends with a period (.)\*

My name \_\_\_\_\_. I \_\_\_\_\_ from \_\_\_\_\_. \_\_\_\_\_ a student,  
 \_\_\_\_\_ years old.

My family lives in \_\_\_\_\_. \_\_\_\_\_ father \_\_\_\_\_ years old. \_\_\_\_\_  
 mother \_\_\_\_\_ years old.

I have \_\_\_\_\_ sister(s) and \_\_\_\_\_ brother(s). The name(s) of my sister(s)  
 \_\_\_\_\_ is a/an \_\_\_\_\_. \_\_\_\_\_ years old.

(Write about each sister.) The name(s) of my brother(s) \_\_\_\_\_. \_\_\_\_\_  
 is a \_\_\_\_\_, \_\_\_\_\_ years old. (Write about each brother.)

I live in (a dormitory, a house, an apartment) \_\_\_\_\_. My address \_\_\_\_\_. I  
 live with \_\_\_\_\_, \_\_\_\_\_ name(s) \_\_\_\_\_.

I like \_\_\_\_\_ classes. \_\_\_\_\_ are \_\_\_\_\_ and \_\_\_\_\_. I like \_\_\_\_\_  
 classmates. They \_\_\_\_\_.

\*In British English, a period is called a "full stop."



# CHAPTER 3

## Using the Simple Present

### 3-1 FORM AND BASIC MEANING OF THE SIMPLE PRESENT TENSE

	SINGULAR	PLURAL
1st PERSON	<b>I talk</b>	<b>we talk</b>
2nd PERSON	<b>you talk</b>	<b>you talk</b>
3rd PERSON	<b>she talks</b> <b>he talks</b> <b>it rains</b>	<b>they talk</b>

Notice: The verb after **she, he, it** (3rd person singular) has a final **-s**: **talks**.

- (a) I **eat** breakfast **every morning**.
- (b) Olga **speaks** English **every day**.
- (c) We **sleep** **every night**.
- (d) They **go** to the beach **every weekend**.

The simple present tense expresses habits. In (a): Eating breakfast is a habit, a usual activity. *Every morning* = Monday morning, Tuesday morning, Wednesday morning, Thursday morning, Friday morning, Saturday morning, and Sunday morning.



She wakes up every morning at 7:00.



He shaves every morning.



## □ EXERCISE 1. Let's talk: pairwork.

*Directions:* Work with a partner.

**PART I.** What do you do every morning? On the left is a list of habits. Check (✓) your habits every morning. Put them in order. What do you do first, second, third, etc.? Write them on the lines.

HABITS	MY HABITS EVERY MORNING
_____ eat breakfast	1. <i>The alarm clock rings.</i>
_____ go to class	2. <u><i>I turn off the alarm clock.</i></u>
_____ put on my clothes	3. _____
_____ drink a cup of coffee/tea	4. _____
_____ shave	5. _____
_____ put on my make-up	6. _____
_____ take a shower/bath	7. _____
_____ get up	8. _____
_____ pick up my books	9. _____
_____ walk to the bathroom	10. _____
_____ watch TV	11. _____
_____ look in the mirror	12. _____
✓ _____ turn off the alarm clock	13. _____
_____ go to the kitchen/the cafeteria	14. _____
_____ brush/comb my hair	15. _____
_____ say good-bye to my roommate/ wife/husband/parents/partner/etc.	16. _____
_____ brush my teeth	
_____ do exercises	
_____ wash my face	

**PART II.** Tell a partner about your habits every morning. Close your book.

## □ EXERCISE 2. Listening.



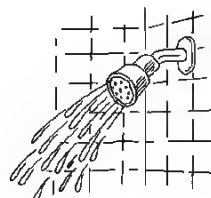
*Directions:* Listen to the sentences and circle the verbs you hear.

- |                      |                         |
|----------------------|-------------------------|
| 1. <u>wake</u> wakes | 6. watch        watches |
| 2. wake        wakes | 7. take        takes    |
| 3. get        gets   | 8. take        takes    |
| 4. go        goes    | 9. take        takes    |
| 5. do        does    | 10. talk        talks   |

## □ EXERCISE 3. Sentence practice.

*Directions:* Choose the correct completions.

- My mother and father eat breakfast at 7:00 every day.  
eat                                  eats
- My mother \_\_\_\_\_ tea with her breakfast.  
drink                              drinks
- I \_\_\_\_\_ a bath every morning.  
take                                takes
- My sister \_\_\_\_\_ a shower.  
take                                takes
- I \_\_\_\_\_ English with my friends.  
study                               studies
- We \_\_\_\_\_ to school together every morning.  
walk                                walks
- Class \_\_\_\_\_ at 9:00 every day.  
begin                                begins
- It \_\_\_\_\_ at 12:00 for lunch.  
stop                                stops
- We \_\_\_\_\_ in the cafeteria.  
eat                                eats
- My friends and I \_\_\_\_\_ home at 3:00 every afternoon.  
go                                goes



### 3-2 USING FREQUENCY ADVERBS: ALWAYS, USUALLY, OFTEN, SOMETIMES, SELDOM, RARELY, NEVER

100%	<i>always</i>	(a) <b>Bob <i>always</i> eats</b> breakfast.
90%–99%	<i>usually</i>	(b) <b>Mary <i>usually</i> eats</b> breakfast.
75%–90%	<i>often</i>	(c) <b>They <i>often</i> watch</b> TV at night.
25%–75%	<i>sometimes</i>	(d) <b>Tom <i>sometimes</i> watches</b> TV.
5%–10%	<i>seldom</i>	(e) <b>I <i>seldom</i> watch</b> TV.
1%–10%	<i>rarely</i>	(f) <b>I <i>rarely</i> drink</b> milk.
0%	<i>never</i>	(g) <b>I <i>never</i> eat</b> paper.

SUBJECT +  $\left\{ \begin{array}{l} \text{always} \\ \text{usually} \\ \text{often} \\ \text{sometimes} \\ \text{seldom} \\ \text{rarely} \\ \text{never} \end{array} \right\}$  + VERB

The words in this list are called “frequency adverbs.” They come between the subject and the simple present verb.\*

\*Some frequency adverbs can also come at the beginning or at the end of a sentence. For example:

























*Sometimes* I get up at seven. I *sometimes* get up at seven. I get up at seven *sometimes*.

Also: See Chart 3-4, p. 59, for the use of frequency adverbs with *be*.

#### □ EXERCISE 4. Sentence practice.

Directions: Complete the sentences in the chart. Use each frequency adverb once.

✓ *always*    *often*    *never*    *rarely*    *seldom*    *sometimes*    *usually*

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1. Ann <u>always</u> drinks tea with lunch.							
2. Bob _____ drinks tea with lunch.							
3. Maria _____ drinks tea with lunch.							
4. Gary _____ drinks tea with lunch.							
5. Ali _____ drinks tea with lunch.							
6. Sonya _____ drinks tea with lunch.							
7. Joe _____ drinks tea with lunch.							

## □ EXERCISE 5. Sentence practice.

*Directions:* Write **S** over the subject and **V** over the verb in each sentence. Then rewrite the sentences, adding the *italicized* frequency adverbs.

- |                     | S            | V      |   |
|---------------------|--------------|--------|---|
| 1. <i>always</i>    | I            | eat    | breakfast in the morning.                     |
|                     |              |        | <u>I always eat breakfast</u> in the morning. |
| 2. <i>never</i>     | I            | eat    | carrots for breakfast.                        |
|                     |              |        | _____ for breakfast.                          |
| 3. <i>seldom</i>    | I            | watch  | TV in the morning.                            |
|                     |              |        | _____ in the morning.                         |
| 4. <i>sometimes</i> | I            | have   | tea with dinner.                              |
|                     |              |        | _____ with dinner.                            |
| 5. <i>usually</i>   | Sonya        | eats   | lunch at the cafeteria.                       |
|                     |              |        | _____ at the cafeteria.                       |
| 6. <i>rarely</i>    | Joe          | drinks | tea.  |
|                     |              |        | _____   |
| 7. <i>often</i>     | We           | listen | to music after dinner.                        |
|                     |              |        | _____ after dinner.                           |
| 8. <i>always</i>    | The students | speak  | English in the classroom.                     |
|                     |              |        | _____ in the classroom.                       |

## □ EXERCISE 6. Let's talk: class activity.

*Directions:* Your teacher will ask you to talk about your morning, afternoon, and evening activities. Close your books for this activity.

TEACHER: Tell me something you . . .

























- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. always do in the morning.    | 6. never do in the afternoon.   |
| 2. never do in the morning.     | 7. often do in the evening.     |
| 3. sometimes do in the morning. | 8. sometimes do in the evening. |
| 4. usually do in the afternoon. | 9. rarely do in the evening.    |
| 5. seldom do in the afternoon.  | 10. sometimes do on weekends.   |

### 3-3 OTHER FREQUENCY EXPRESSIONS

<p>(a) I drink tea</p> <p>(b) I see my grandparents <b>three times a week.</b></p> <p>(c) I see my aunt <b>once a month.</b></p> <p>(d) I see my cousin Sam <b>twice a year.</b></p>	<p><b>once a day.</b>  <b>twice a day.</b>  <b>three times a day.</b>  <b>four times a day.</b>  <b>etc.</b></p>	<p>We can express frequency by saying how many times something happens</p> <p><b>a day.</b>  <b>a week.</b>  <b>a month.</b>  <b>a year.</b></p>
<p>(e) I see my roommate <b>every morning.</b>  I pay my bills <b>every month.</b>  I see my doctor <b>every year.</b></p>		<p><i>Every</i> is singular. The noun that follows (e.g., <i>morning</i>) must be singular.</p> <p><b>INCORRECT:</b> <i>every mornings</i></p>

#### □ EXERCISE 7. Sentence practice.

**Directions:** How often do the people in the chart take the bus? Use the chart to complete the sentences.

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Hamid							
Anna							
Yoko							
Marco							
Joe							
Mr. Wu							
Mrs. Cook							

- Hamid takes the bus seven times a week. That means he always takes the bus.
- Anna takes the bus \_\_\_\_\_ a week. That means she \_\_\_\_\_ takes the bus.
- Yoko takes the bus \_\_\_\_\_ a week. That means she \_\_\_\_\_ takes the bus.

4. Marco takes the bus \_\_\_\_\_ a week. That means he  
\_\_\_\_\_ takes the bus.
5. Joe takes the bus \_\_\_\_\_ a week. That means he  
\_\_\_\_\_ takes the bus.
6. Mr. Wu \_\_\_\_\_ takes the bus.
7. Mrs. Cook takes the bus \_\_\_\_\_ a week. That means she  
\_\_\_\_\_ takes the bus.

### □ EXERCISE 8. Listening.



Directions: Listen to the sentences and circle the words you hear.

- |                   |          |          |        |
|-------------------|----------|----------|--------|
| 1. <u>morning</u> | mornings | 5. day   | days   |
| 2. year           | years    | 6. time  | times  |
| 3. year           | years    | 7. night | nights |
| 4. day            | days     | 8. month | months |

## 3-4 USING FREQUENCY ADVERBS WITH BE

SUBJECT + <b>BE</b> + FREQUENCY ADVERB	Frequency adverbs follow <b>am, is, are</b> (the simple forms of <b>be</b> ).
Tom + <b>is</b> + <div style="display: inline-block; vertical-align: middle;"> <math>\left\{ \begin{array}{l} \textit{always} \\ \textit{usually} \\ \textit{often} \\ \textit{sometimes} \\ \textit{seldom} \\ \textit{rarely} \\ \textit{never} \end{array} \right\}</math> </div> + late for class.	
SUBJECT + FREQUENCY ADVERB + OTHER SIMPLE PRESENT VERBS	Frequency adverbs come before all simple present verbs except <b>be</b> .
Tom + <div style="display: inline-block; vertical-align: middle;"> <math>\left\{ \begin{array}{l} \textit{always} \\ \textit{usually} \\ \textit{often} \\ \textit{sometimes} \\ \textit{seldom} \\ \textit{rarely} \\ \textit{never} \end{array} \right\}</math> </div> + <b>comes</b> late.	

## □ EXERCISE 9. Sentence practice.

*Directions:* Add the frequency adverbs to the sentences.

1. *always* Ann is on time for class. → *Ann is always on time for class.*
2. *always* Ann comes to class on time. → *Ann always comes to class on time.*
3. *often* Maria is late for class.
4. *often* Maria comes to class late.
5. *never* It snows in my hometown.
6. *never* It is very cold in my hometown.
7. *usually* Bob is at home in the evening.
8. *usually* Bob stays at home in the evening.
9. *seldom* Tom studies at the library in the evening.
10. *seldom* His classmates are at the library in the evening.
11. *sometimes* I skip breakfast.
12. *rarely* I have time for a big breakfast.
13. *usually* I am very hungry by lunchtime.
14. *never* Sue drinks coffee.

## □ EXERCISE 10. Let's talk: class activity.

*Directions:* Talk about what your classmates do in the evening.

**PART 1.** Check (✓) the boxes to describe your activities after 5:00 P.M.

	always	usually	often	sometimes	seldom	rarely	never
1. eat dinner							
2. go to a movie							
3. go shopping							
4. go swimming							
5. spend time with my friends							
6. be at home							
7. listen to music							
8. watch videos or DVDs							
9. speak English							
10. send e-mails							
11. surf the Internet							
12. drink coffee after 9:00							
13. be in bed at ten o'clock							
14. go to bed late							

**PART II.** Exchange books with a partner. Your partner will tell the class two things about your evening.

*Example:* (Carlos) is usually at home. He sometimes sends e-mails.

(Olga) sometimes drinks coffee after 9:00. She usually goes to bed late.

### □ EXERCISE 11. Paragraph practice.

*Directions:* Write about a typical day in your life, from the time you get up in the morning until you go to bed. Use the following words to show the order of your activities: **then, next, at . . . o'clock, after that, later.**

*Example:* I usually get up at seven-thirty. I shave, brush my teeth, and take a shower. Then I put on my clothes and go to the student cafeteria for breakfast. After that I go back to my room. I sometimes watch the news on TV. At 8:15, I leave the dormitory. I go to class. My class begins at 8:30. I'm in class from 8:30 to 11:30. After that I eat lunch. I usually have a sandwich and a cup of tea for lunch. (Continue until you complete your day.)

## 3-5 SPELLING AND PRONUNCIATION OF FINAL -ES

SPELLING			PRONUNCIATION	
<b>-sh</b>	(a) push →	<i>pushes</i>	<i>push/əz/</i>	Ending of verb: <b>-sh, -ch, -ss, -x.</b> Spelling: add <b>-es.</b> Pronunciation: <i>/əz/</i> .
<b>-ch</b>	(b) teach →	<i>teaches</i>	<i>teach/əz/</i>	
<b>-ss</b>	(c) kiss →	<i>kisses</i>	<i>kiss/əz/</i>	
<b>-x</b>	(d) fix →	<i>fixes</i>	<i>fix/əz/</i>	

### □ EXERCISE 12. Sentence practice.

*Directions:* Use the verbs in *italics* to complete the sentences.

- brush* Alice brushes her hair every morning.
- teach* Alex \_\_\_\_\_ English.
- fix* Jason \_\_\_\_\_ his breakfast every morning. He makes eggs and toast.
- drink* Sonya \_\_\_\_\_ tea every afternoon.
- watch* Joon Kee often \_\_\_\_\_ television at night.
- kiss* Peter always \_\_\_\_\_ his children goodnight.



7. *wear* Tina usually \_\_\_\_\_ jeans to class.
8. *wash* Eric seldom \_\_\_\_\_ dishes.
9. *walk* Jenny \_\_\_\_\_ her dog twice each day.
10. *stretch, yawn* When Jack gets up in the morning, he \_\_\_\_\_ and \_\_\_\_\_.

### □ EXERCISE 13. Listening.



*Directions:* Listen to the sentences and circle the verbs you hear.

- |          |                |          |         |
|----------|----------------|----------|---------|
| 1. teach | <u>teaches</u> | 6. watch | watches |
| 2. teach | teaches        | 7. brush | brushes |
| 3. fix   | fixes          | 8. brush | brushes |
| 4. fix   | fixes          | 9. wash  | washes  |
| 5. watch | watches        | 10. wash | washes  |

### □ EXERCISE 14. Verb form practice.

*Directions:* Complete the sentences. Use the words in the list and add **-s** or **-es**. Then practice reading the story aloud (with a partner or in small groups).

<i>brush</i>	<i>get</i>	<i>take</i>	<i>wash</i>
<i>cook</i>	✓ <i>leave</i>	<i>turn</i>	<i>watch</i>
<i>fall</i>	<i>read</i>	<i>sit</i>	


Laura leaves her office every night at 5:00 and \_\_\_\_\_ on a bus to go home. She has a regular schedule every evening. She \_\_\_\_\_ dinner and then \_\_\_\_\_ down to eat at 6:00. After she \_\_\_\_\_ the dishes, she \_\_\_\_\_ on the TV. She usually \_\_\_\_\_ the news and then a movie. At 9:00, she \_\_\_\_\_ a shower. She always \_\_\_\_\_ her teeth after her shower. Then she picks up a book and \_\_\_\_\_ in bed for a while. She usually \_\_\_\_\_ asleep before 10:00.

### 3-6 ADDING FINAL -S/-ES TO WORDS THAT END IN -Y

(a) <i>cry</i> → <i>cries</i> <i>try</i> → <i>tries</i>	End of verb: consonant + <b>-y</b> . Spelling: change <b>y</b> to <b>i</b> , add <b>-es</b> .
(b) <i>pay</i> → <i>pays</i> <i>enjoy</i> → <i>enjoys</i>	End of verb: vowel + <b>-y</b> . Spelling: add <b>-s</b> .

#### □ EXERCISE 15. Spelling practice.

*Directions:* Complete the chart with the correct form of each verb.

1. I try.	He _____.
2. We study.	She _____.
3. They say.	It _____.
4. You worry.	My mother _____.
5. We fly.	A bird _____.
6. I stay awake.	Paul _____ awake.
7. I enjoy games.	Ann _____ games.
8. Students buy books.	My brother _____ books.
9. We pay bills.	Gina _____ bills.
10. I play music. 	My friend _____ music.

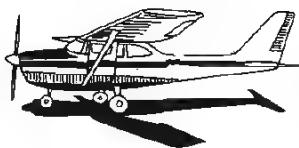
#### □ EXERCISE 16. Sentence practice.

*Directions:* Use the words in *italics* to complete the sentences.

1. *pay, always* Boris always pays his bills on time.
2. *cry, seldom* Our baby \_\_\_\_\_ at night.
3. *study* Paul \_\_\_\_\_ at the library every day.
4. *stay, usually* Laura \_\_\_\_\_ home at night.

5. *fly*

Kunio is a pilot. He \_\_\_\_\_ a plane.



a plane



6. *carry, always*

Carol \_\_\_\_\_ her books to class.

7. *buy, seldom*

Ann \_\_\_\_\_ new clothes.

8. *worry*

Tina is a good student, but she \_\_\_\_\_ about her grades.

9. *enjoy*

Ron \_\_\_\_\_ good food.

### 1-7 IRREGULAR SINGULAR VERBS: *HAS, DOES, GOES*

(a) I <b>have</b> a book.	<i>she</i>	} + <b>has</b> /hæz/
	<i>he</i>	
(b) He <b>has</b> a book.	<i>it</i>	

(c) I <b>do</b> my work.	<i>she</i>	} + <b>does</b> /dəz/
	<i>he</i>	
(d) She <b>does</b> her work.	<i>it</i>	

(e) They <b>go</b> to school.	<i>she</i>	} + <b>goes</b> /gowz/
	<i>he</i>	
(f) She <b>goes</b> to school.	<i>it</i>	

**Have, do, and go** have irregular forms for third person singular:

<i>have</i>	→ <i>has</i>
<i>do</i>	→ <i>does</i>
<i>go</i>	→ <i>goes</i>

#### EXERCISE 17. Sentence practice.

*Directions:* Use the given verbs to complete the sentences.

1. *do* Pierre always does his homework.
2. *do* We always do our homework.
3. *have* Yoko and Hamid \_\_\_\_\_ their books.
4. *have* Mrs. Chang \_\_\_\_\_ a car.
5. *go* Andy \_\_\_\_\_ to school every day.

6. *have* Jessica \_\_\_\_\_ a snack every night around ten.
7. *do* Sara seldom \_\_\_\_\_ her homework.
8. *do* We \_\_\_\_\_ exercises in class every day.
9. *go, go* Roberto \_\_\_\_\_ downtown every weekend. He and his wife  
\_\_\_\_\_ shopping.
10. *go* My friends often \_\_\_\_\_ to the beach.



### □ EXERCISE 18. Listening.



**Directions:** Listen to the story. Complete the sentences with *is*, *has*, *does*, or *goes*.

Marco is<sub>1</sub> a student. He has<sub>2</sub> an unusual schedule. All of his classes are at night. His first class                     <sub>3</sub> at 6:00 P.M. every day. He                     <sub>4</sub> a break from 7:30 to 8:00. Then he                     <sub>5</sub> classes from 8:00 to 10:00.

He leaves school and                     <sub>6</sub> home at 10:00. After he                     <sub>7</sub> dinner, he watches TV. Then he                     <sub>8</sub> his homework from midnight to 3:00 or 4:00 in the morning.

Marco                     <sub>9</sub> his own computer at home. When he finishes his homework, he usually goes on the Internet. He usually stays at his computer until the sun comes up. Then he                     <sub>10</sub> a few exercises,                     <sub>11</sub> breakfast, and                     <sub>12</sub> to bed. He sleeps all day. Marco thinks his schedule                     <sub>13</sub> great, but his friends think it                     <sub>14</sub> strange.

## 3-8 SPELLING AND PRONUNCIATION OF FINAL -S/-ES

SPELLING	PRONUNCIATION	
(a) rub → <i>rub</i> s ride → <i>ride</i> s smile → <i>smile</i> s dream → <i>dream</i> s run → <i>run</i> s wear → <i>wear</i> s drive → <i>drive</i> s see → <i>see</i> s snow → <i>snow</i> s	<i>rub</i> /z/ <i>ride</i> /z/ <i>smile</i> /z/ <i>dream</i> /z/ <i>run</i> /z/ <i>wear</i> /z/ <i>drive</i> /z/ <i>see</i> /z/ <i>snow</i> s/z/	To form a simple present verb in 3rd person singular, you usually add only <b>-s</b> , as in (a) and (b).  In (a): <b>-s</b> is pronounced /z/. The final sounds in (a) are "voiced."* Voiced sounds make your vocal cords vibrate. The sound /b/ is a voiced sound.
(b) drink → <i>drink</i> s sleep → <i>sleep</i> s write → <i>write</i> s laugh → <i>laugh</i> s	<i>drink</i> /s/ <i>sleep</i> /s/ <i>write</i> /s/ <i>laugh</i> /s/	In (b): <b>-s</b> is pronounced /s/. The final sounds in (b) are "voiceless."* Your vocal cords do NOT vibrate with voiceless sounds. You push air through your teeth and lips. The sound /p/ is a voiceless sound.
(c) push → <i>push</i> es teach → <i>teach</i> es kiss → <i>kiss</i> es fix → <i>fix</i> es	<i>push</i> /əz/ <i>teach</i> /əz/ <i>kiss</i> /əz/ <i>fix</i> /əz/	End of verb: <b>-sh, -ch, -ss, -x</b> Spelling: add <b>-es</b> Pronunciation: /əz/
(d) cry → <i>cri</i> es study → <i>stud</i> ies	<i>cry</i> /z/ <i>study</i> /z/	End of verb: consonant + <b>-y</b> Spelling: change <b>y</b> to <b>i</b> , add <b>-es</b>
(e) pay → <i>pay</i> s buy → <i>buy</i> s	<i>pay</i> /z/ <i>buy</i> /z/	End of verb: vowel + <b>-y</b> Spelling: change <b>y</b> to <b>i</b> , add <b>-es</b>
(f) have → <i>has</i> go → <i>goes</i> do → <i>does</i>	/hæz/ /gowz/ /dəz/	The 3rd person singular forms of <i>have</i> , <i>go</i> , and <i>do</i> are irregular.

\*Voiced sounds = b, d, g, l, m, n, r, v, y, and all the vowels: a, e, i, o, u.

Voiceless sounds = f, h, k, p, s, t, th as in *think*.

### □ EXERCISE 19. Let's talk: class activity.

**Directions:** Talk about everyday activities using the given verbs. Close your book.

**Example:**

TEACHER: eat

SPEAKER A: I eat breakfast every morning.

TEACHER: What does (*Speaker A*) do every morning?

SPEAKER B: She/He eats breakfast.

- |          |          |           |               |            |
|----------|----------|-----------|---------------|------------|
| 1. eat   | 4. brush | 7. get up | 10. do        | 13. put on |
| 2. go    | 5. have  | 8. watch  | 11. listen to | 14. carry  |
| 3. drink | 6. study | 9. speak  | 12. wash      | 15. kiss   |

## □ EXERCISE 20. Sentence practice.

*Directions:* Complete the sentences. Use the words in parentheses. Use the simple present tense. Pay special attention to singular and plural and to the spelling of final *-s/-es*.

1. The students (*ask, often*) often ask questions in class.
2. Pablo (*study, usually*) \_\_\_\_\_ at the library every evening.
3. Olga (*bite*) \_\_\_\_\_ her fingernails when she is nervous.
4. Donna (*cash*) \_\_\_\_\_ a check at the bank once a week.
5. Sometimes I (*worry*) \_\_\_\_\_ about my grades at school. Sonya (*worry, never*) \_\_\_\_\_ about her grades. She (*study*) \_\_\_\_\_ hard.
6. Ms. Jones and Mr. Anderson (*teach*) \_\_\_\_\_ at the local high school. Ms. Jones (*teach*) \_\_\_\_\_ math.
7. Birds (*fly*) \_\_\_\_\_. They (*have*) \_\_\_\_\_ wings.
8. A bird (*fly*) \_\_\_\_\_. It (*have*) \_\_\_\_\_ wings.
9. Jason (*do, always*) \_\_\_\_\_ his homework. He (*go, never*) \_\_\_\_\_ to bed until his homework is finished.
10. Mr. Cook (*say, always*)\* \_\_\_\_\_ hello to his neighbor in the morning.
11. Ms. Chu (*pay, always*)\* \_\_\_\_\_ attention in class. She (*answer*) \_\_\_\_\_ questions. She (*listen*) \_\_\_\_\_ to the teacher. She (*ask*) \_\_\_\_\_ questions.

\* Pronunciation of **says** = /sez/. Pronunciation of **pays** = /peyz/.

12. Sam (*enjoy*) \_\_\_\_\_ cooking. He (*try, often*) \_\_\_\_\_  
 \_\_\_\_\_ new recipes. He (*like*) \_\_\_\_\_ to have company for  
 dinner. He (*invite*) \_\_\_\_\_ me to dinner once a month. When I  
 arrive, I (*go*) \_\_\_\_\_ to the kitchen and (*watch*) \_\_\_\_\_ him  
 cook. He usually (*have*) \_\_\_\_\_  
 three or four pots on the stove. He (*watch*)  
 \_\_\_\_\_ the pots carefully.  
 He (*make*) \_\_\_\_\_ a big  
 mess in the kitchen when he cooks.  
 After dinner, he (*wash*) \_\_\_\_\_  
 all the dishes and (*clean*) \_\_\_\_\_ the kitchen. I (*cook, never*)  
 \_\_\_\_\_. It (*be*) \_\_\_\_\_ too much trouble. But my  
 friend Sam (*love*) \_\_\_\_\_ to cook.



### □ EXERCISE 21. Let's talk: pairwork.

*Directions:* Work with a partner. Use frequency words like *sometimes, rarely*, etc.

**PART I.** Billy, Jenny, and Peter do many things in their evenings. How often do they do the things in the list? Pay attention to final *-s*.

*Example:* Billy rarely/seldom does homework.

	BILLY	JENNY	PETER
do homework	once a week	6 days a week	every day
surf the Internet	every day	once a week	once a month
watch TV	3–4 days a week	3–4 days a week	3–4 days a week
read for pleasure	5 days a week	5 days a week	5 days a week
try to go to bed early	once a week	5 nights a week	6 nights a week

**PART II.** For homework, write ten sentences about the activities of Billy, Jenny, and Peter.



## □ EXERCISE 22. Let's talk and write: pairwork.

*Directions:* Work with a partner.

Partner A: Tell Partner B five to ten things you do every morning. You can look at the list you made for Exercise 1.

Partner B: Take notes while Partner A is talking. (You will use these notes later to write a paragraph about Partner A's usual morning habits.)

*Switch roles.*

Partner B: Tell Partner A five to ten things you do every morning.

Partner A: Take notes while Partner B is talking.

When you finish talking, write a paragraph about your partner's daily morning activities. Pay special attention to the use of final **-s/-es**. Show your paragraph to your partner, who will look at your use of final **-s/-es**.

## 3-9 THE SIMPLE PRESENT NEGATIVE

<p>(a) I <i>do not</i> drink coffee.  We <i>do not</i> drink coffee.  You <i>do not</i> drink coffee.  They <i>do not</i> drink coffee.</p>	<p>NEGATIVE: <i>I</i> }  <i>We</i> } + <b>do not</b> + <i>main verb</i>  <i>You</i> }  <i>They</i> }</p>
<p>(b) She <i>does not</i> drink coffee.  He <i>does not</i> drink coffee.  It <i>does not</i> drink coffee.</p>	<p><i>She</i> } + <b>does not</b> + <i>main verb</i>  <i>He</i> }  <i>It</i> }</p>
<p><b>Do and does</b> are called "helping verbs."</p>	
<p>Notice in (b): In 3rd person singular, there is no <b>-s</b> on the main verb; the final <b>-s</b> is part of <b>does</b>.</p>	
<p>INCORRECT: <i>She does not drinks coffee.</i></p>	
<p>(c) I <b>don't</b> drink tea.  They <b>don't</b> have a car.</p> <p>(d) He <b>doesn't</b> drink tea.  Mary <b>doesn't</b> have a car.</p>	<p>CONTRACTIONS: <b>do not</b> – <b>don't</b>  <b>does not</b> – <b>doesn't</b></p> <p>People usually use contractions when they speak.  People often use contractions when they write.</p>

## □ EXERCISE 23. Sentence practice.

*Directions:* Use the words in *italics* to make negative sentences. Use contractions.

1. *like, not* Ingrid doesn't like tea.

2. *like, not* I don't like tea.

3. *know, not* Mary and Jim are strangers. Mary \_\_\_\_\_ Jim.



4. *need, not* It's a nice day today. You \_\_\_\_\_  
your umbrella.



an umbrella

5. *snow, not* It \_\_\_\_\_ in Bangkok in the winter.

6. *speak, not* I \_\_\_\_\_ French.

7. *be, not* I \_\_\_\_\_ hungry.

8. *live, not* Butterflies \_\_\_\_\_ long.

9. *have, not* A butterfly \_\_\_\_\_ a long life.

10. *be, not* A butterfly \_\_\_\_\_ large.



a butterfly

11. *be, not* Butterflies \_\_\_\_\_ large.

12. *have, not* We \_\_\_\_\_ class every day.

13. *have, not* This city \_\_\_\_\_ nice weather in the summer.

14. *be, not* It \_\_\_\_\_ cold today.

15. *rain, not* It \_\_\_\_\_ every day.

## □ EXERCISE 24. Let's talk: pairwork.

*Directions:* Work with a partner. Make two sentences about each picture.

*Example:*

PARTNER A: Ann takes showers. She doesn't take baths. Your turn now.

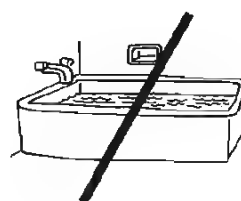
PARTNER B: Omar has a dog. He doesn't have a cat. Your turn now.

YES

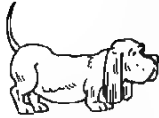


1. (Ann \ take)  
showers  
baths

NO



YES



2. (Omar \ have)  
a cat  
a dog

3. (I \ drink)  
tea  
coffee

4. (Rob and Ed \ live)  
an apartment  
a house

5. (Becky \ drive)  
a new car  
an old car

6. (I \ play)  
soccer  
tennis

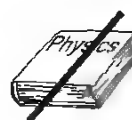
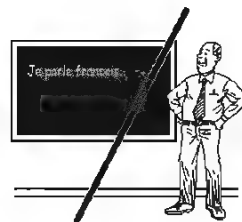
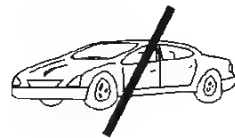
7. (Mr. Davis \ teach)  
English  
French

8. (we \ use)  
typewriters  
computers

9. (Alex \ watch)  
news reports  
old movies

10. (Marco \ study)  
history  
physics

NO





9. Hamid is a careful writer. He \_\_\_\_\_ mistakes in spelling when he writes.
10. I'm lazy. I \_\_\_\_\_ exercises in the morning.
11. Sometimes Ann \_\_\_\_\_ her shoes when she goes outside.



### □ EXERCISE 27. Let's talk: class activity.

*Directions:* Use the given words to make truthful sentences.

*Example:* Grass \ blue.

SPEAKER A: Grass isn't blue.

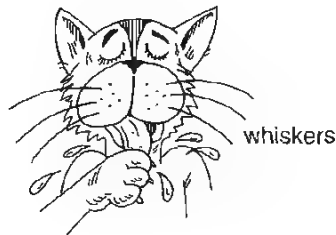
SPEAKER B: Grass is green.

*Example:* Dogs \ tails.

SPEAKER C: Dogs have tails.

SPEAKER D: People\* don't have tails.

- |   |   |
|---|---|
| 1. A restaurant \ sell shoes.                 | 10. A bird \ have whiskers.                         |
| 2. A restaurant \ serve food.                 | 11. Doctors \ take care of sick people.             |
| 3. People \ wear clothes.                     | 12. Doctors in my country \ be expensive.           |
| 4. Animals \ wear clothes.                    | 13. A bus \ carry people from one place to another. |
| 5. A child \ need love, food, care, and toys. | 14. It \ be cold today.                             |
| 6. A child \ need a driver's license.         | 15. English \ be an easy language to learn.         |
| 7. Refrigerators \ hot inside.                | 16. People in this city \ be friendly.              |
| 8. Refrigerators \ cold inside.               | 17. It \ rain a lot in this city.                   |
| 9. A cat \ have whiskers.                     |   |



\*People is a plural noun. It takes a plural verb.

### 3-10 THE SIMPLE PRESENT: YES/NO QUESTIONS

DO/DOES + SUBJECT + MAIN VERB				QUESTION FORMS, SIMPLE PRESENT	
(a)	<b>Do</b>	<b>I</b>	<b>like</b>	coffee?	<b>Do I</b> <b>Do you</b> <b>Do we</b> <b>Do they</b> } + <i>main verb</i> (simple form)
(b)	<b>Do</b>	<b>you</b>	<b>like</b>	coffee?	
(c)	<b>Do</b>	<b>we</b>	<b>like</b>	coffee?	
(d)	<b>Do</b>	<b>they</b>	<b>like</b>	coffee?	
(e)	<b>Does</b>	<b>she</b>	<b>like</b>	coffee?	<b>Does she</b> <b>Does he</b> <b>Does it</b> } + <i>main verb</i> (simple form)
(f)	<b>Does</b>	<b>he</b>	<b>like</b>	coffee?	
(g)	<b>Does</b>	<b>it</b>	<b>taste</b>	good?	
(h) <b>Are you</b> a student? <i>INCORRECT: Do you be a student?</i>					Notice in (e): The main verb in the question does not have a final <b>-s</b> . The final <b>-s</b> is part of <b>does</b> . <i>INCORRECT: Does she likes coffee?</i>
When the main verb is a form of <b>be</b> , <b>do</b> is NOT used. See Chart 2-1, p. 24, for question forms with <b>be</b> .					
QUESTION		SHORT ANSWER		<b>Do, don't, does, and doesn't</b> are used in the short answers to yes/no questions in the simple present.	
(i) <i>Do you like tea?</i>		→ Yes, I <b>do</b> . No, I <b>don't</b> .			
(j) <i>Does Bob like tea?</i>		→ Yes, he <b>does</b> . No, he <b>doesn't</b> .			

#### □ EXERCISE 28. Question practice.

*Directions:* Make questions. Give short answers.

1. A: Do you like tea?

B: Yes, I do. (I like tea.)

2. A: Do you like coffee?

B: No, I don't. (I don't like coffee.)

3. A: \_\_\_\_\_

B: \_\_\_\_\_ (I don't speak Chinese.)

4. A: \_\_\_\_\_

B: \_\_\_\_\_ (Ann speaks Italian.)

5. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Ann and Tom don't speak Arabic.)
6. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I do exercises every morning.)
7. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Sue has a cold.)
8. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Jim doesn't do his homework every day.)
9. A: \_\_\_\_\_  
B: \_\_\_\_\_ (It rains a lot in April.)
10. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Frogs don't have tails.)



### ☐ EXERCISE 29. Interview and question practice: pairwork.

*Directions:* Work with a partner. Ask and answer questions.

**PART I.** Ask each other about the following activities. Check (✓) the correct box. You can look at your book before you speak. When you speak, look at your partner.

*Example:* drive a car

PARTNER A: Do you drive a car?

PARTNER B: No, I don't. Do you drive a car?

PARTNER A: Yes, I do.

	yes	no		yes	no
1. live in an apartment	<input type="checkbox"/>	<input type="checkbox"/>	6. dream in English	<input type="checkbox"/>	<input type="checkbox"/>
2. go to movie theaters	<input type="checkbox"/>	<input type="checkbox"/>	7. have a cell phone	<input type="checkbox"/>	<input type="checkbox"/>
3. play tennis	<input type="checkbox"/>	<input type="checkbox"/>	8. like vegetables	<input type="checkbox"/>	<input type="checkbox"/>
4. enjoy sports on TV	<input type="checkbox"/>	<input type="checkbox"/>	9. eat red meat	<input type="checkbox"/>	<input type="checkbox"/>
5. read newspapers every day	<input type="checkbox"/>	<input type="checkbox"/>	10. like chocolate	<input type="checkbox"/>	<input type="checkbox"/>

**PART II.** Write five sentences about your partner. Write five sentences about yourself.

□ **EXERCISE 30. Let's talk: pairwork.**

*Directions:* Work with a partner. Ask and answer questions.

**PART I.** Take turns making questions and giving short answers. Use the **names of your classmates** in the questions. Note: This is speaking practice. Do not write the answers yet.

*Example:*

PARTNER A: \_\_\_\_\_

PARTNER B: \_\_\_\_\_ (He is in class today.)

PARTNER A: Is Ali in class today?

PARTNER B: Yes, he is.

*Example:*

PARTNER B: \_\_\_\_\_

PARTNER A: \_\_\_\_\_ (She doesn't speak Spanish.)

PARTNER B: Does Yoko speak Spanish?

PARTNER A: No, she doesn't.

1. Partner A: \_\_\_\_\_

Partner B: \_\_\_\_\_ (He speaks English in class every day.)

2. Partner B: \_\_\_\_\_

Partner A: \_\_\_\_\_ (She comes to class every day.)

3. Partner A: \_\_\_\_\_

Partner B: \_\_\_\_\_ (They're in class today.)

4. Partner B: \_\_\_\_\_

Partner A: \_\_\_\_\_ (She sits in the same seat every day.)

5. Partner A: \_\_\_\_\_

Partner B: \_\_\_\_\_ (He wears jeans every day.)

6. Partner B: \_\_\_\_\_

Partner A: \_\_\_\_\_ (They aren't from Australia.)

7. Partner A: \_\_\_\_\_

Partner B: \_\_\_\_\_ (They don't have dictionaries on their desks.)

8. Partner B: \_\_\_\_\_

Partner A: \_\_\_\_\_ (They speak English.)

**PART II.** Now write the questions and answers in your book.

☐ **EXERCISE 31. Let's talk: pairwork.**

*Directions:* Work with a partner to make conversations. Begin your answers with **no**.

*Example:* children \ walk to school every day

PARTNER A: Do the children walk to school every day?

SPEAKER B: No, they don't. They take the bus.

PARTNER A: Your turn now.



1. the students \ come to class at 10:00

2. Amy \ watch TV in the mornings

3. Luis \ write letters

4. Beth \ drive a car

5. the workers \ wear shoes

6. Joe \ have a cat



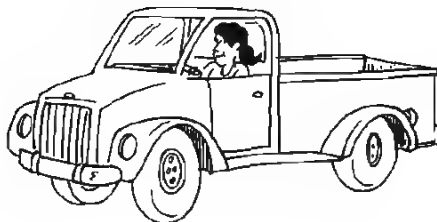
students



Amy



Luis



Beth



a worker



Joe



## 3-11 THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH WHERE

(WHERE) + DO/ + SUBJECT + MAIN DOES VERB				SHORT ANSWER	(a) = a yes/no question (b) = an information question  <b>Where</b> asks for information about a place.  The form of yes/no questions and information questions is the same: <b>Do/Does</b> + subject + main verb
(a)	<b>Do</b>	they	<b>live</b> in Miami?	→ <b>Yes</b> , they do. <b>No</b> , they don't.	
(b)	<b>Where</b>	<b>do</b>	they <b>live</b> ?	→ <b>In Miami.</b>	
(c)	<b>Does</b>	Gina	<b>live</b> in Rome?	→ <b>Yes</b> , she does. <b>No</b> , she doesn't.	
(d)	<b>Where</b>	<b>does</b>	Gina <b>live</b> ?	→ <b>In Rome.</b>	

### □ EXERCISE 32. Question practice.

Directions: Make questions.

- A: Does Jean eat lunch at the cafeteria every day?

B: Yes, she does. (Jean eats lunch at the cafeteria every day.)
- A: Where does Jean eat lunch every day?

B: At the cafeteria. (Jean eats lunch at the cafeteria every day.)
- A: \_\_\_\_\_

B: At the post office. (Peter works at the post office.)
- A: \_\_\_\_\_

B: Yes, he does. (Peter works at the post office.)
- A: \_\_\_\_\_

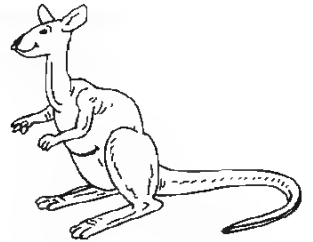
B: Yes, I do. (I live in an apartment.)
- A: \_\_\_\_\_

B: In an apartment. (I live in an apartment.)
- A: \_\_\_\_\_

B: At a restaurant. (Bill eats dinner at a restaurant every day.)
- A: \_\_\_\_\_

B: In the front row. (I sit in the front row during class.)

9. A: \_\_\_\_\_  
 B: At the University of Toronto. (Jessica goes to school at the University of Toronto.)
10. A: \_\_\_\_\_  
 B: On my desk. (My book is on my desk.)
11. A: \_\_\_\_\_  
 B: To class. (I go to class every morning.)
12. A: \_\_\_\_\_  
 B: In class. (The students are in class right now.)
13. A: \_\_\_\_\_  
 B: In Australia. (Kangaroos live in Australia.)



□ **EXERCISE 33. Let's talk: pairwork.**

*Directions:* Work with a partner.

Partner A: Ask your partner questions using **where**.  
 Your book is open.

Partner B: Answer the questions. Your book is closed.

*Example:* live

PARTNER A (*book open*): Where do you live?

PARTNER B (*book closed*): (*free response*)

1. live
2. eat lunch every day
3. go after class
4. study at night
5. go to school
6. buy school supplies

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn to ask questions now.

7. buy your clothes
8. go on weekends
9. sit during class
10. eat dinner
11. do your homework
12. go on vacation

### 3-12 THE SIMPLE PRESENT: ASKING INFORMATION QUESTIONS WITH *WHEN* AND *WHAT TIME*

Q-WORD* + DO/ DOES SUBJECT + MAIN VERB	SHORT ANSWER	When and what time ask for information about time.
(a) When do you go to class? → At nine o'clock.		
(b) What time do you go to class? → At nine o'clock.		
(c) When does Anna eat dinner? → At six P.M.		
(d) What time does Anna eat dinner? → At six P.M.		
(e) What time do you usually go to class?	The frequency adverb usually comes immediately after the subject in a question: Q-word + does/do + subject + usually + main verb	

\*A "Q-Word" is "a question word." *Where, when, what, what time, who, and why* are examples of question words

#### EXERCISE 34. Question practice.

Directions: Make questions.

1. A: When/What time do you eat breakfast?

B: At 7:30. (I eat breakfast at 7:30 in the morning.)

2. A: When/What time do you usually eat breakfast?

B: At 7:00. (I usually eat breakfast at 7:00.)



3. A: \_\_\_\_\_

B: At 6:45. (I get up at 6:45.)

4. A: \_\_\_\_\_

B: At 6:30. (Maria usually gets up at 6:30.)

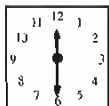


5. A: \_\_\_\_\_

B: At 8:15. (The movie starts at 8:15.)

6. A: \_\_\_\_\_

B: Around 11:00. (I usually go to bed around 11:00.)



7. A: \_\_\_\_\_

B: At half-past twelve. (I usually eat lunch at half-past twelve.)

8. A: \_\_\_\_\_

B: At 5:30. (The restaurant opens at 5:30.)



9. A: \_\_\_\_\_

B: At 9:05. (The train leaves at 9:05.)

10. A: \_\_\_\_\_

B: Between 6:30 and 8:00. (I usually eat dinner between 6:30 and 8:00.)



11. A: \_\_\_\_\_

B: At eight fifteen. (My classes begin at eight fifteen.)

12. A: \_\_\_\_\_

B: At 10:00 P.M. (The library closes at 10:00 P.M. on Saturday.)

### □ EXERCISE 35. Let's talk: class interview.

*Directions:* Ask and answer questions.

**PART I.** Walk around the room. Ask a question using **when** or **what time**. Write the answer and your classmate's name. Then ask another classmate a different question.

*Example:* eat breakfast

SPEAKER A: When/What time do you eat breakfast?

SPEAKER B: I usually eat breakfast around seven o'clock.

	Name	Answer
SPEAKER A: ( <i>write</i> )	<u>Yoko</u>	<u>7 A.M.</u>

	Name	Answer
1. wake up	_____	_____
2. usually get up	_____	_____
3. eat breakfast	_____	_____
4. leave home in the morning	_____	_____
5. usually get to class	_____	_____
6. eat lunch	_____	_____
7. get home from school	_____	_____
8. have dinner	_____	_____
9. usually study in the evening	_____	_____
10. go to bed	_____	_____

**PART II.** Tell the class about a few of the answers you got.

### □ EXERCISE 36. Interview and paragraph practice.

*Directions:* Interview someone (a friend, a roommate, a classmate, etc.) about her/his daily schedule. Use the information from the interview to write a paragraph.

*Some questions you might want to ask during the interview:*

- |                                 |                          |
|---------------------------------|--------------------------|
| What do you do every morning?   | What time do you . . . ? |
| What do you do every afternoon? | When do you . . . ?      |
| What do you do every evening?   | Where do you . . . ?     |

### 3-13 SUMMARY: INFORMATION QUESTIONS WITH **BE** AND **DO**

Q-WORD	+ <b>BE</b>	+ SUBJECT		LONG ANSWER
(a) Where	<b>is</b>	Thailand?	→	Thailand <b>is</b> in Southeast Asia.
(b) Where	<b>are</b>	your books?	→	My books <b>are</b> on my desk.
(c) When	<b>is</b>	the concert?	→	The concert <b>is</b> on April 3rd.
(d) What	<b>is</b>	your name?	→	My name <b>is</b> Yoko.
(e) What time	<b>is</b>	it?	→	It <b>is</b> ten-thirty.
Q-WORD	+ <b>DO</b>	+ SUBJECT	+ MAIN VERB	LONG ANSWER
(f) Where	<b>do</b>	you	<b>live?</b>	→ I <b>live</b> in Los Angeles.
(g) What time	<b>does</b>	the plane	<b>arrive?</b>	→ The plane <b>arrives</b> at six-fifteen.
(h) What	<b>do</b>	monkeys	<b>eat?</b>	→ Monkeys <b>eat</b> fruit, plants, and insects.
(i) When	<b>does</b>	Bob	<b>study?</b>	→ Bob <b>studies</b> in the evenings.
NOTICE: In questions with <b>be</b> as the main and only verb, the subject follows <b>be</b> . In simple present questions with verbs other than <b>be</b> , the subject comes between <b>do/does</b> and the main verb.				

### □ EXERCISE 37. Question practice.

*Directions:* Complete the questions in the written conversations. Use **is**, **are**, **does**, or **do**.

#### CONVERSATION ONE

A: What time does the movie start?  
1

B: Seven-fifteen.                      you want to go with us?  
2

A: Yes. What time                      it now?  
3

B: Almost seven o'clock.                      you ready to leave?  
4

A: Yes, let's go.

## CONVERSATION TWO

A: Where \_\_\_\_\_ my keys to the car?

5

B: I don't know. Where \_\_\_\_\_ you usually keep them?

6

A: In my purse. But they're not there.

B: Are you sure?

A: Yes. \_\_\_\_\_ you see them?

7

B: No. \_\_\_\_\_ they in one of your pockets?

8

A: I don't think so.

B: \_\_\_\_\_ your husband have them?

9

A: No. He has his own set of car keys.

B: Well, I hope you find them.

A: Thanks.



## CONVERSATION THREE

A: \_\_\_\_\_ you go to school?

10

B: Yes.

A: \_\_\_\_\_ your brother go to school too?

11

B: No. He quit school last semester. He has a job now.

A: \_\_\_\_\_ it a good job?

12

B: Not really.

A: Where \_\_\_\_\_ he work?

13

B: At a restaurant. He washes dishes.

A: \_\_\_\_\_ he live with you?

14

B: No, he lives with my parents.

A: \_\_\_\_\_ your parents unhappy that he quit school?

15

B: They're very unhappy about it.

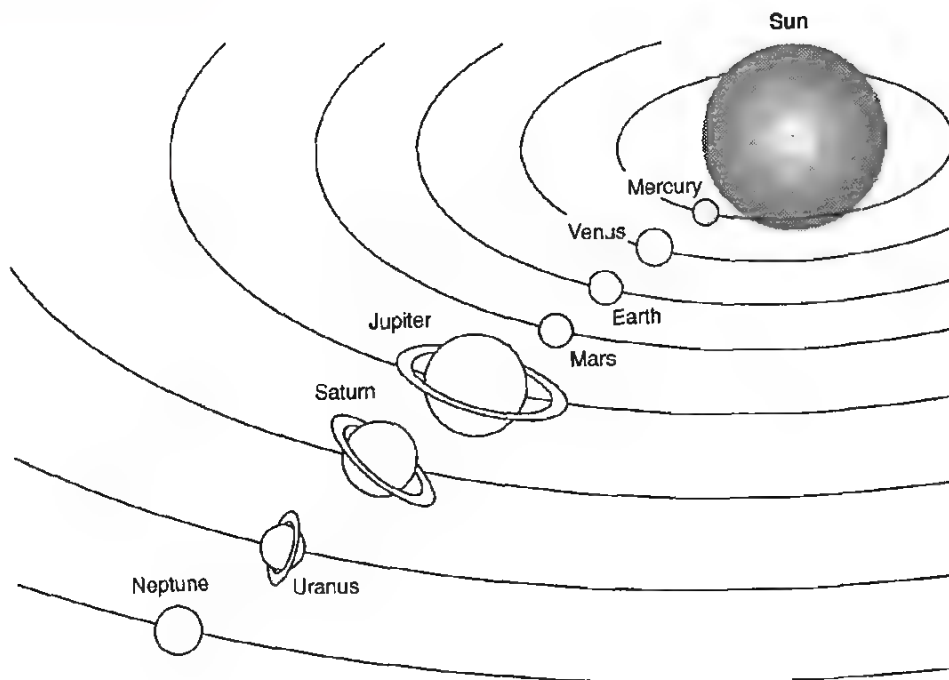
A: \_\_\_\_\_ they want him to return to school?

16

B: Of course. They have many dreams for him and his future.

□ **EXERCISE 38. Let's talk: small group activity.**

*Directions:* Work in small groups. Complete the sentences with **is**, **are**, **do**, or **does**. Circle if the answer is *yes* or *no*. Discuss your answers with your classmates. If you don't know the answer, guess.



- |  |            |    |
|--|------------|----|
| 1. <u>Does</u> the moon go around the earth? | <u>yes</u> | no |
| 2. _____ the sun go around the earth?        | yes        | no |
| 3. _____ the planets go around the sun?      | yes        | no |
| 4. _____ the sun a planet?                   | yes        | no |
| 5. _____ stars planets?                      | yes        | no |
| 6. _____ Venus hot?                          | yes        | no |
| 7. _____ Neptune easy to see?                | yes        | no |
| 8. _____ Jupiter windy?                      | yes        | no |
| 9. _____ Venus and Mars go around the sun?   | yes        | no |
| 10. _____ Saturn and Uranus have moons?      | yes        | no |

### □ EXERCISE 39. Question practice.

*Directions:* Complete the questions and answers with your own words.

1. A: Do \_\_\_\_\_ ?  
B: No, I don't.
2. A: Where are \_\_\_\_\_ ?  
B: I don't know.
3. A: What time does \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
4. A: When do \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
5. A: Is \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
6. A: What is \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
7. A: Are \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
8. A: What are \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
9. A: What do \_\_\_\_\_ ?  
B: \_\_\_\_\_ .
10. A: What does \_\_\_\_\_ ?  
B: \_\_\_\_\_ .

### □ EXERCISE 40. Chapter review.

*Directions:* Add **-s** or **-es** where necessary.

#### ABDUL AND PABLO

s (lives – live + /z/)

- (1) My friend Abdul live<sub>^</sub> in an apartment near school. (2) He walk to school almost every day. (3) Sometimes he catch a bus, especially if it's cold and rainy outside. (4) Abdul share the apartment with Pablo. (5) Pablo come from Venezuela.



(6) Abdul and Pablo go to the same school. (7) They take English classes.  
(8) Abdul speak Arabic as his first language, and Pablo speak Spanish. (9) They communicate in English. (10) Sometimes Abdul try to teach Pablo to speak a little Arabic, and Pablo give Abdul Spanish lessons. (11) They laugh a lot during the Arabic and Spanish lessons. (12) Abdul enjoy having Pablo as his roommate, but he miss his family back in Saudi Arabia.

#### □ EXERCISE 41. Chapter review: pairwork.

*Directions:* Work with a partner.

##### **PART I.**

Partner A: Ask Partner B five questions about things s/he has and doesn't have (for example, a car, a computer, a pet, children, a TV set, a briefcase, etc.).  
Take notes.

Partner B: Answer the questions.

*Example:*

PARTNER A: Do you have a car?

PARTNER B: No.

PARTNER A: Do you have a computer?

PARTNER B: Yes, but it's not here. It's in my country.

Etc.

*Switch roles. (Partner B now asks five questions.)*

##### **PART II.**

Partner B: Ask Partner A five questions about things s/he likes and doesn't like (for example, kinds of food and drink, music, movies, books, etc.).

Partner A: Answer the questions.

*Example:*

PARTNER B: Do you like pizza?

PARTNER A: Yes.

PARTNER B: Do you like the music of *(name of a group or singer)*?

PARTNER A: No, I don't.

Etc.

**PART III.** Write about your partner. The vocabulary on the next page can help you.

- Give a physical description.
- Write about things this person has and doesn't have.
- Write about things this person likes and doesn't like.

Here's some vocabulary to help you describe your partner.

eye color:

brown  
blue  
green  
gray

hair types:

straight  
curly  
wavy  
bald

hair color:

brown      blond  
black      dark  
red      light



straight



curly



wavy



bald

□ **EXERCISE 42. Chapter review: question practice.**

*Directions:* Complete the questions and answers with the words in parentheses. Use the simple present of the verbs.

A: (you, study) \_\_\_\_\_ a lot?  
1

B: I (study) \_\_\_\_\_ at least three hours every night. My roommate  
2  
(study) \_\_\_\_\_ at least five hours. She's very serious about her  
3  
education. How about you? (you, spend) \_\_\_\_\_ a lot of  
4  
time studying?

A: No, I don't. I (spend) \_\_\_\_\_ as little time as possible. I  
5  
(like, not) \_\_\_\_\_ to study.  
6

B: Then why (you, be) \_\_\_\_\_ a student?  
7

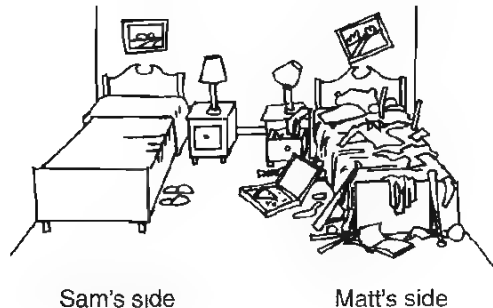
A: My parents (want) \_\_\_\_\_ me to go to school. I (want, not)  
8  
\_\_\_\_\_ to be here.  
9

B: In that case, I (think) \_\_\_\_\_ that you should drop out of  
10  
school and find a job until you decide what you want to do with your life.

### □ EXERCISE 43. Chapter review.

*Directions:* Complete each sentence with the correct form of the verb in parentheses.

I (have) \_\_\_\_\_<sup>1</sup> two roommates. One of them, Sam, is always neat and clean. He (wash) \_\_\_\_\_<sup>2</sup> his clothes once a week. (you, know) \_\_\_\_\_<sup>3</sup> Matt, my other roommate? He (be) \_\_\_\_\_<sup>4</sup> the opposite of Sam. For example, Matt (change, not) \_\_\_\_\_<sup>5</sup> the sheets on his bed. He (keep) \_\_\_\_\_<sup>6</sup> the same sheets week after week. He (wash, never) \_\_\_\_\_<sup>7</sup> his clothes. He (wear) \_\_\_\_\_<sup>8</sup> the same dirty jeans every day. Sam's side of the room (be, always) \_\_\_\_\_<sup>9</sup> neat, and Matt's side (be, always) \_\_\_\_\_<sup>10</sup> a mess. As my mother always (say) \_\_\_\_\_<sup>11</sup>, it (take) \_\_\_\_\_<sup>12</sup> all kinds of people to make a world.



### □ EXERCISE 44. Chapter review: let's talk.

*Directions:* Work with a partner.

**PART 1.** Complete the conversations.

1. PARTNER A: Do you \_\_\_\_\_?  
PARTNER B: Yes, I do. How about you? Do you \_\_\_\_\_?  
PARTNER A: \_\_\_\_\_.
2. PARTNER B: Are you \_\_\_\_\_?  
PARTNER A: Yes, I am. How about you? Are you \_\_\_\_\_?  
PARTNER B: \_\_\_\_\_.
3. PARTNER A: \_\_\_\_\_ you usually \_\_\_\_\_ in the morning?  
PARTNER B: \_\_\_\_\_.  
PARTNER A: When \_\_\_\_\_?  
PARTNER B: \_\_\_\_\_.

4. PARTNER B: \_\_\_\_\_?  
PARTNER A: Yes, I do.  
PARTNER B: \_\_\_\_\_?  
PARTNER A: No, he doesn't.  
PARTNER B: \_\_\_\_\_?  
PARTNER A: Yes, I am.  
PARTNER B: \_\_\_\_\_?  
PARTNER A: No, he isn't.

**PART II.** Share one or two of your dialogues with the class.

**□ EXERCISE 45. Chapter review.**

*Directions:* Make questions. Use your own words.

1. A: \_\_\_\_\_?  
B: No, I don't.
2. A: \_\_\_\_\_?  
B: Yes, I am.
3. A: \_\_\_\_\_?  
B: In an apartment.
4. A: \_\_\_\_\_?  
B: Six-thirty.
5. A: \_\_\_\_\_?  
B: Monday.
6. A: \_\_\_\_\_?  
B: At home.
7. A: \_\_\_\_\_?  
B: No, he doesn't.
8. A: \_\_\_\_\_?  
B: No, she isn't.
9. A: \_\_\_\_\_?  
B: South of the United States.
10. A: \_\_\_\_\_?  
B: Yes, it is.
11. A: \_\_\_\_\_?  
B: Yes, they do.

12. A: \_\_\_\_\_?  
B: In Southeast Asia.
13. A: \_\_\_\_\_?  
B: Hot in the summer.
14. A: \_\_\_\_\_?  
B: September.
15. A: \_\_\_\_\_?  
B: Yes, I do.

#### □ EXERCISE 46. Chapter review: let's talk.

*Directions:* Which lifestyle do you like the most? Ask your teacher questions to get more information about them. Then decide which you like best and explain why.

*Example:*

SPEAKER A: Where does Peter live?

TEACHER: On a boat.

SPEAKER B: What does Kathy do?

TEACHER: She teaches skiing.

SPEAKER C: Where does Ron work?

TEACHER: At a jewelry store.

SPEAKER D: What pets does Lisa have?

TEACHER: She has a snake.

Continue asking questions until your chart is complete.

Name	Where does she/he live?	What does he/she do?	Where does she/he work?	What pets does he/she have?
PETER	<i>on a boat</i>			
KATHY		<i>teaches skiing</i>		
RON			<i>at a jewelry store</i>	
LISA				<i>a snake</i>
JACK				

□ **EXERCISE 47. Chapter review: error analysis.**

*Directions:* Correct the errors.

*lives*

1. Yoko ~~live~~ in Japan.
2. Ann comes usually to class on time.
3. Peter use his cell phone often.
4. Amy carry a notebook computer to work every day.
5. She enjoy her job.
6. I no know Joe.
7. Mike don't like milk. He never drink it.
8. Tina doesn't speaks Chinese. She speakes Spanish.
9. You a student?
10. Does your roommate sleeps with the window open?
11. A: Do you like strong coffee?  
B: Yes, I like.
12. Where your parents live?
13. What time is your English class begins?
14. Olga isn't need a car. She have a bicycle.
15. Do Pablo does his homework every day?



# CHAPTER 4

## Using the Present Progressive

### 4-1 BE -ING: THE PRESENT PROGRESSIVE TENSE

*am* + *-ing* (a) I **am sitting** in class right now.  
*is* + *-ing* (b) Rita **is sitting** in class right now.  
*are* + *ing* (c) You **are sitting** in class right now.

In (a): When I say this sentence, I am in class. I am sitting. I am not standing. The action (sitting) is happening right now, and I am saying the sentence at the same time.

*am, is, are* = helping verbs  
*sitting* = the main verb

*am, is, are* + *-ing* = the present progressive tense\*

\*The present progressive is also called the "present continuous" or the "continuous present."

#### □ EXERCISE 1. Let's talk: class activity.

**Directions:** Your teacher will perform and describe some actions. Listen for the form of the verb. Answer questions about these actions.

**Example:** read

TEACHER: (*pantomimes reading*) I am reading. What am I doing?

STUDENT: You are reading.

- |          |                        |
|----------|------------------------|
| 1. write | 4. count               |
| 2. sit   | 5. wave                |
| 3. stand | 6. look at the ceiling |

#### □ EXERCISE 2. Let's talk: pairwork.

**Directions:** Work with a partner. What are the animals in the following pictures doing?

Partner A: Choose any picture and describe the activity. Use the present progressive (*is* + *-ing*).

Partner B: Point to the picture described by your partner.

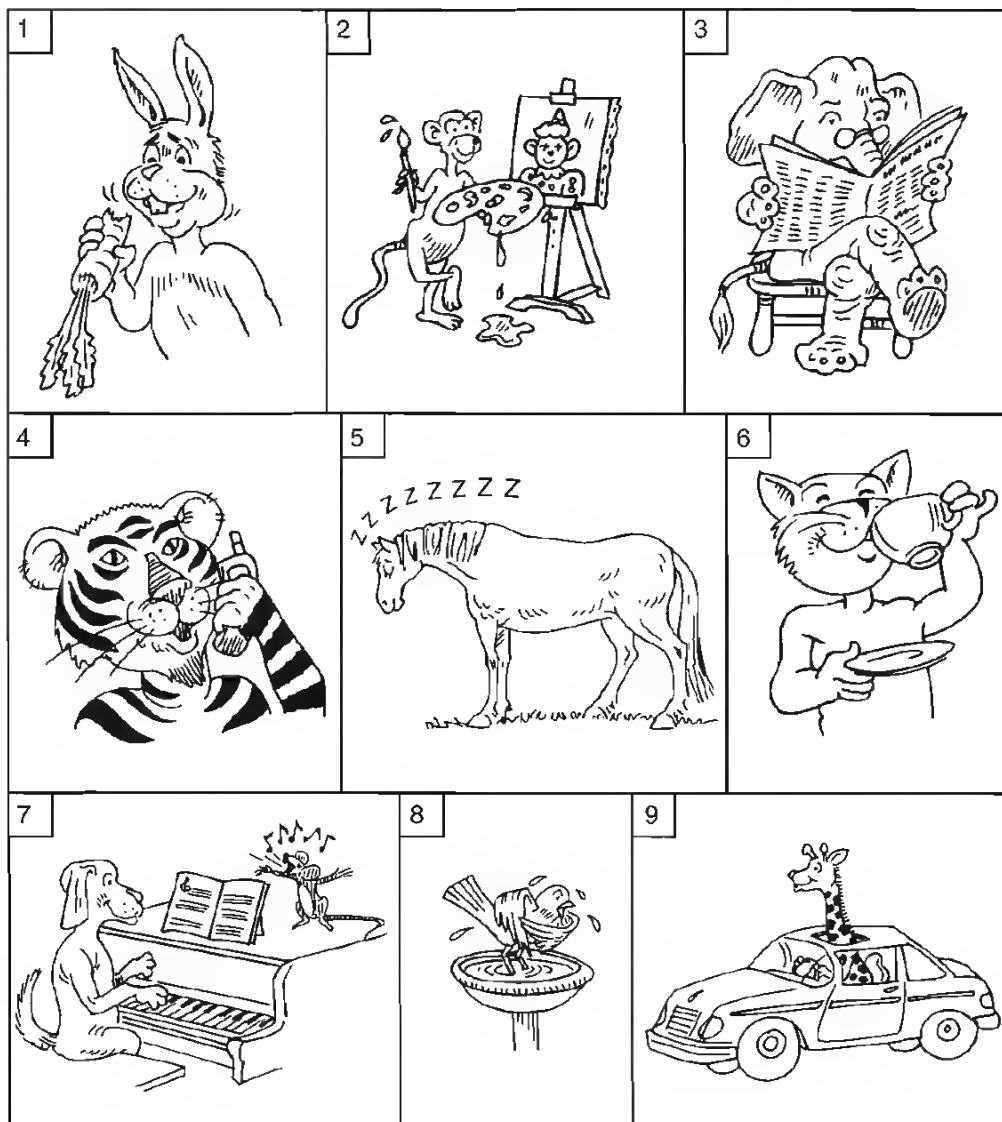
*Example:* horse

PARTNER A: The horse is sleeping.

PARTNER B: (points to the horse in the picture)

PARTNER A: Your turn now.

Animals		Actions	
bird	mouse	drink a cup of tea	play the piano
cat	horse	drive a car	read a newspaper
dog	monkey	eat a carrot	sleep
elephant	rabbit	sing	take a bath
giraffe	tiger	paint a picture	talk on the phone





### □ EXERCISE 3. Let's talk: class activity.

*Directions:* Answer questions about what you are wearing today and what your classmates are wearing. Use the present progressive (**am/is/are** + **wearing**).

*Example:*

TEACHER: Rosa, what are you wearing today?

SPEAKER A: I'm wearing a white blouse and a blue skirt.

TEACHER: What is Jin Won wearing?

SPEAKER A: He's wearing jeans and a sweatshirt.

TEACHER: What color is his sweatshirt?

SPEAKER A: It's gray with red letters.

TEACHER: What else is Jin Won wearing?

SPEAKER B: He's wearing sneakers, white socks, and a wristwatch.  
Etc.

### □ EXERCISE 4. Let's talk: pairwork.

*Directions:* Work with a partner. Identify who is wearing particular articles of clothing. If no one is wearing that piece of clothing, say "no one."

*Example:*

PARTNER A: brown shoes

PARTNER B: Marco is wearing brown shoes. OR

Marco and Abdul are wearing brown shoes. OR

No one is wearing brown shoes.

PARTNER A: Your turn now.

Partner A	Partner B
1. a T-shirt	1. a white shirt
2. blue jeans	2. a skirt (or dress)
3. earrings	3. a necklace
4. boots	4. running shoes
5. pants	5. a belt

### □ EXERCISE 5. Let's talk: class activity.

*Directions:* Act out the directions the teacher gives you. Describe the actions using the present progressive. Continue the action during the description. Close your books for this activity.

*Example:* Smile.

TEACHER: (*Student A*), please smile. What are you doing?

SPEAKER A: I'm smiling.

TEACHER: (*Speaker A*) and (*Speaker B*), please smile. (*Speaker A*), what are you and (*Speaker B*) doing?

SPEAKER A: We're smiling.

TEACHER: (*Speaker C*), what are (*Speaker A* and *Speaker B*) doing?

SPEAKER C: They're smiling.

TEACHER: (*Speaker A*), please smile. (*Speaker B*), what is (*Speaker A*) doing?

SPEAKER B: He/She is smiling.

- |   |   |
|---|---|
| 1. Stand up.                              | 10. Open/Close the door/window.               |
| 2. Sit down.                              | 11. Speak in your native language.            |
| 3. Stand in the middle of the room.       | 12. Shake hands with ( . . . ).               |
| 4. Sit in the middle of the room.         | 13. Stand up and turn around in a circle.     |
| 5. Stand in the back of the room.         | 14. Hold your book above your head.           |
| 6. Stand between ( . . . ) and ( . . . ). | 15. Hold up your right hand.                  |
| 7. Touch the floor.                       | 16. Hold up your left hand.                   |
| 8. Touch the ceiling.                     | 17. Touch your right ear with your left hand. |
| 9. Touch your toes.                       | 18. Clap your hands.                          |

#### □ EXERCISE 6. Let's talk: pairwork.

*Directions:* Work with a partner. Look around your classroom. Make sentences about people in the room. Use their names. You can use the verbs in the list to help you.

*Example:* the name of a student near you

PARTNER A: Maria is sitting near me.

PARTNER B: Yes. And she is talking to Po.

PARTNER A: Your turn now.

<i>daydream</i>	<i>read</i>	<i>stand</i>	<i>watch</i>
<i>help</i>	<i>sit</i>	<i>talk</i>	<i>wear</i>
<i>listen</i>	<i>speak English</i>	<i>think in English</i>	<i>write</i>

Partner A	Partner B
1. the name of the teacher	1. the name of a student near the door
2. the names of two classmates near you	2. the names of two classmates on the other side of the room
3. the name of a classmate	3. the names of three classmates
4. yourself (Use "I.")	4. yourself and your partner

## □ EXERCISE 7. Listening.



**Directions:** Read the story. Then listen to each sentence and look at the picture of Tony. Circle the correct answers. Compare your answers with your classmates' answers.

Tony is not a serious student. He is lazy. He doesn't go to class much. He likes to sit in the cafeteria. Sometimes he sits alone, and sometimes he visits with friends from his country. He is in the cafeteria right now. What is he doing?

**Example:** Tony is talking on his cell phone. (yes) no

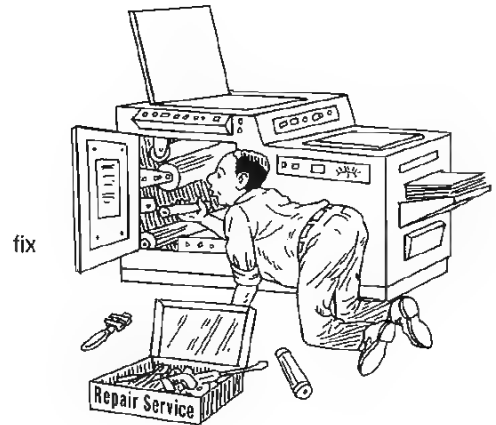
- |        |    |         |    |
|--------|----|---------|----|
| 1. yes | no | 6. yes  | no |
| 2. yes | no | 7. yes  | no |
| 3. yes | no | 8. yes  | no |
| 4. yes | no | 9. yes  | no |
| 5. yes | no | 10. yes | no |



## □ EXERCISE 8. Pretest.

**Directions:** Write the **-ing** form for the following words.

1. smile smiling
2. ride \_\_\_\_\_
3. run \_\_\_\_\_
4. stop \_\_\_\_\_
5. rain \_\_\_\_\_
6. sleep \_\_\_\_\_
7. push \_\_\_\_\_
8. count \_\_\_\_\_
9. fix \_\_\_\_\_
10. write \_\_\_\_\_
11. grow \_\_\_\_\_
12. wait \_\_\_\_\_



## 4-2 SPELLING OF -ING

	END OF VERB → -ING FORM
Rule 1	A CONSONANT* + -e → DROP THE -e and ADD -ing smile → smiling write → writing
Rule 2	ONE VOWEL* + ONE CONSONANT → DOUBLE THE CONSONANT and ADD -ing** sit → sitting run → running
Rule 3	TWO VOWELS + ONE CONSONANT → ADD -ing; DO NOT DOUBLE THE CONSONANT read → reading rain → raining
Rule 4	TWO CONSONANTS → ADD -ing; DO NOT DOUBLE THE CONSONANT stand → standing push → pushing

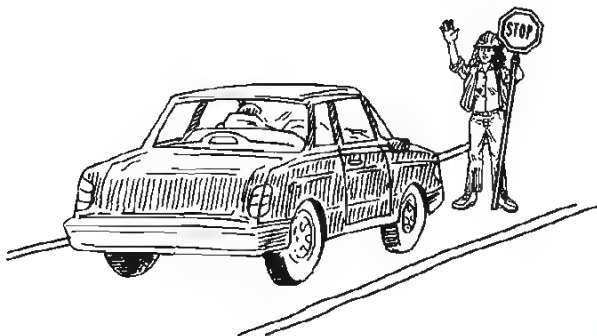
\*Vowels = a, e, i, o, u. Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

\*\*Exception to Rule 2: Do not double w, x, and y snow → snowing fix → fixing say → saying

### □ EXERCISE 9. Spelling practice.

Directions: Write the -ing forms for the following words.

- |          |               |           |       |
|----------|---------------|-----------|-------|
| 1. take  | <u>taking</u> | 7. hurt   | _____ |
| 2. come  | _____         | 8. plan   | _____ |
| 3. dream | _____         | 9. dine   | _____ |
| 4. bite  | _____         | 10. snow  | _____ |
| 5. hit   | _____         | 11. study | _____ |
| 6. join  | _____         | 12. warn  | _____ |



## □ EXERCISE 10. Spelling practice.

*Directions:* Your teacher will say a sentence. Write the word that ends in **-ing**. Close your book for this activity.

*Example:* wave

TEACHER: I'm waving.

STUDENTS: *waving*

- |          |                          |
|----------|--------------------------|
| 1. smile | 9. eat                   |
| 2. fly   | 10. run                  |
| 3. laugh | 11. sing                 |
| 4. sit   | 12. read                 |
| 5. stand | 13. drink                |
| 6. sleep | 14. sneeze               |
| 7. clap  | 15. cry                  |
| 8. write | 16. cut a piece of paper |

## □ EXERCISE 11. Let's talk: class activity.

*Directions:* Practice using the present progressive to describe actions. Your teacher will give directions. One student acts out the directions, and another describes it.

*Example:* erase the board

TEACHER: (*Student A*), please erase the board.

STUDENT A: (*erases the board*)

TEACHER: What is (*Student A*) doing?

STUDENT B: He/She is erasing the board.

- |   |  |
|---|--|
| 1. draw a picture on the board                                      | 11. tear a piece of paper  |
| 2. clap your hands  | 12. sing, hum, or whistle  |
| 3. walk around the room   | 13. sleep  |
| 4. wave at ( <i>name of a student</i> )                             | 14. snore  |
| 5. sign your name on the board                                      | 15. stand up and stretch   |
| 6. count your fingers out loud                                      | 16. sneeze   |
| 7. hit your desk with your hand                                     | 17. cough  |
| 8. carry your book on the top of your head to the front of the room | 18. chew gum   |
| 9. bite your finger   | 19. hold your grammar book between your ankles                               |
| 10. look at the ceiling   | 20. ( <i>two students</i> ) throw and catch ( <i>something in the room</i> ) |

## 4-3 THE PRESENT PROGRESSIVE NEGATIVES

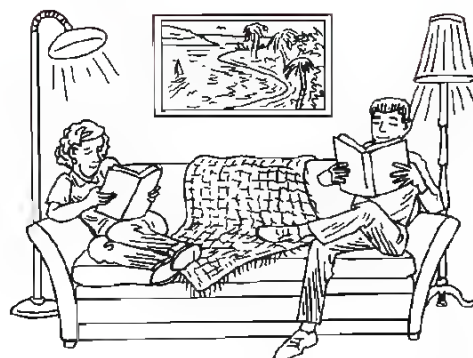
- (a) I **am not** sleeping. I am awake.  
 (b) Ben **isn't** listening. He's daydreaming.  
 (c) Mr. and Mrs. Brown **aren't** watching TV. They're reading.

Present progressive negative:

**am** } + **not** + **-ing**  
**is** }  
**are** }



Ben



Mr. and Mrs. Brown

### □ EXERCISE 12. Sentence practice.

**Directions:** Use the present progressive to make two sentences about each situation, one negative and one affirmative.

**Example:** Nancy: standing up / sitting down

**Written:** Nancy isn't standing up.

She's sitting down.



1.



Otto: watching the news / talking on the phone

Otto isn't \_\_\_\_\_

He's \_\_\_\_\_

2.



Anita: listening to music / playing the piano

Anita \_\_\_\_\_

She's \_\_\_\_\_

Sophia: reading a magazine / reading a book

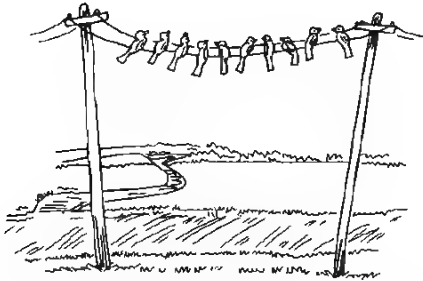
Sophia \_\_\_\_\_

She's \_\_\_\_\_

3.



4.



The birds: flying / sitting on a telephone wire

The birds \_\_\_\_\_

They're \_\_\_\_\_

### □ EXERCISE 13. Let's talk: pairwork.

*Directions:* Work with a partner. Make sentences about your classmates' activities right now. In the first sentence, describe what is not true. In the second sentence, describe what is true.

*Example:*

Partner A	Partner B
1. not wearing a white shirt	1. not sitting near us

PARTNER A: Toshi is not wearing a white shirt. He's wearing a blue shirt.

Your turn now.

PARTNER B: Olga is not sitting near us. She's sitting near the teacher. Your turn now.

Partner A	Partner B
1. not standing up 2. not holding a piece of chalk 3. not talking to ( <i>name of a classmate</i> ) 4. not wearing T-shirts	1. not writing 2. not looking out the window 3. not sitting on the floor 4. not standing next to each other ( <i>names of classmates</i> )

### □ EXERCISE 14. Sentence practice.

*Directions:* Write the names of people you know. Write two sentences about each person. Write about

(1) what they are doing right now and

(2) what they are not doing right now.

Use your own paper. Share a few of your sentences with the class.

*Example:* your neighbor

→ Mrs. Martinez is working at her office right now.

→ She is not working in her garden.

1. someone in your family
2. the leader of your country
3. your favorite actor, writer, or sports star
4. a friend from childhood





## ☐ EXERCISE 16. Let's talk: pairwork.

*Directions:* Work with a partner. You and your partner have different pictures. Ask and answer questions about your partner's picture.

Partner A: Look at the pictures in Exercise 2, p. 93.

Partner B: Look at the pictures below. Find the differences.

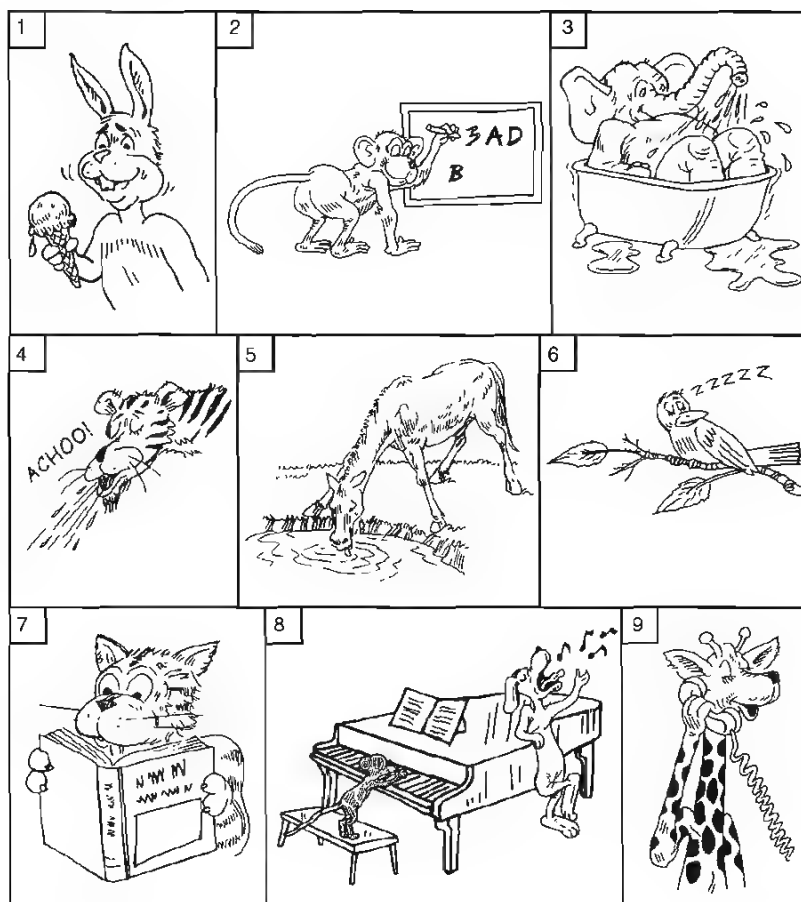
*Example:*

PARTNER A: Is the rabbit eating a carrot in your picture?

PARTNER B: No, it isn't. It's eating an ice-cream cone.

PARTNER A: Your turn now.

Partner A	Partner B
1. Is the rabbit ... ?	1. Is the elephant ... ?
2. Is the cat ... ?	2. Is the tiger ... ?
3. Is the giraffe ... ?	3. Is the monkey ... ?
4. Is the horse ... ?	4. Is the bird ... ?
5. Is the dog ... ?	5. Is the mouse ... ?



## □ EXERCISE 17. Let's talk: small groups.

*Directions:* Work in small groups. Ask yes/no questions using the present progressive. Use the verbs in the list. Ask two questions for each verb: **Are you . . . ?** and **Is (name of a group member) . . . ?** Take turns asking questions.

*Example:* write

SPEAKER A: Are you writing?

SPEAKER B: Yes, I am. OR No, I'm not.

SPEAKER A: Is (*Speaker B*) writing?

SPEAKER C: Yes, she/he is. OR No, she's/he's not.

SPEAKER A: Your turn now, (*Speaker B*).

- |                     |   |
|---------------------|---|
| 1. sit              | 6. speak English                          |
| 2. stand            | 7. look out the window                    |
| 3. smile            | 8. write in your/her/his book             |
| 4. answer questions | 9. talk to ( <i>name of a classmate</i> ) |
| 5. sleep            | 10. ask me a question                     |

## □ EXERCISE 18. Question practice.

*Directions:* Create questions with **where**, **why**, and **what**.

1. A: What are you reading?  
B: My grammar book. (I'm reading my grammar book.)
2. A: \_\_\_\_\_  
B: Because we're doing an exercise. (I'm reading my grammar book because we're doing an exercise.)
3. A: \_\_\_\_\_  
B: A sentence in my grammar book. (I'm writing a sentence in my grammar book.)
4. A: \_\_\_\_\_  
B: In the back of the room. (Seung is sitting in the back of the room.)
5. A: \_\_\_\_\_  
B: In an apartment. (I'm living in an apartment.)
6. A: \_\_\_\_\_  
B: Jeans and a sweatshirt. (Roberto is wearing jeans and a sweatshirt today.)
7. A: \_\_\_\_\_  
B: Because I'm happy. (I'm smiling because I'm happy.)

□ **EXERCISE 19. Question practice.**

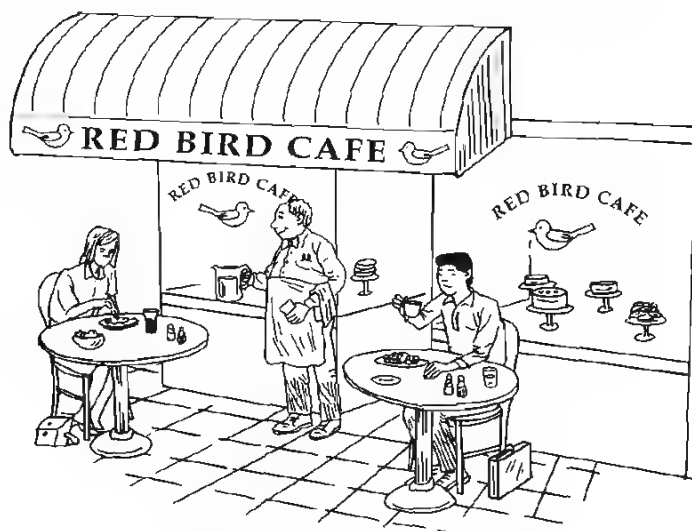
*Directions:* Make questions. Give short answers to yes/no questions.

1. A: What are you writing?  
B: A letter. (I'm writing a letter.)

2. A: Is Ali reading a book?  
B: No, he isn't/he's not. (Ali isn't reading a book.)

3. A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_ (Anna is eating lunch.)

4. A: Where \_\_\_\_\_  
B: At the Red Bird Cafe. (She's eating lunch at the Red Bird Cafe.)

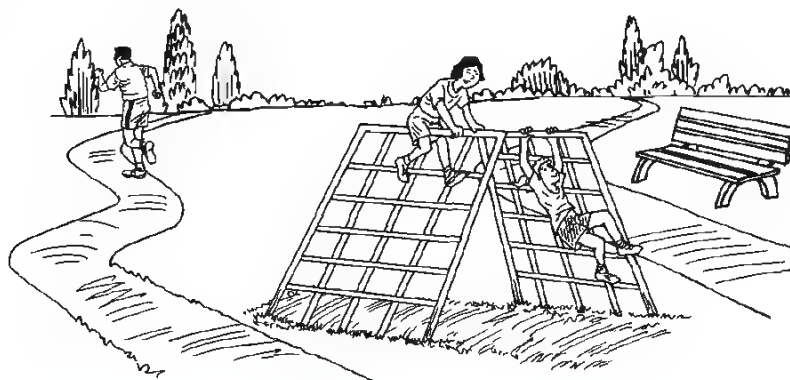


5. A: \_\_\_\_\_  
B: No, \_\_\_\_\_ (Mike isn't drinking a cup of coffee.)

6. A: What \_\_\_\_\_  
B: A cup of tea. (He's drinking a cup of tea.)

7. A: \_\_\_\_\_  
B: No, \_\_\_\_\_ (The girls aren't playing in the street.)

8. A: Where \_\_\_\_\_  
 B: In the park. (They're playing in the park.)
9. A: Why \_\_\_\_\_  
 B: Because they don't have school today. (They're playing in the park because they don't have school today.)



#### 4-5 THE SIMPLE PRESENT vs. THE PRESENT PROGRESSIVE

##### STATEMENTS

- (a) I **sit** in class *every day*.
- (b) I **am sitting** in class *right now*.
- (c) The teacher **writes** on the board *every day*.
- (d) The teacher **is writing** on the board *right now*.

- The SIMPLE PRESENT expresses habits or usual activities, as in (a), (c), and (e).
- The PRESENT PROGRESSIVE expresses actions that are happening right now, while the speaker is speaking, as in (b), (d), and (f).

##### QUESTIONS

- (e) **Do** you **sit** in class *every day*?
- (f) **Are** you **sitting** in class *right now*?
- (g) **Does** the teacher **write** on the board *every day*?
- (h) **Is** the teacher **writing** on the board *right now*?

- The SIMPLE PRESENT uses **do** and **does** as helping verbs in questions.
- The PRESENT PROGRESSIVE uses **am**, **is**, and **are** in questions.

##### NEGATIVES

- (i) I **don't sit** in class *every day*.
- (j) I **'m not sitting** in class *right now*.
- (k) The teacher **doesn't write** on the board *every day*.
- (l) The teacher **isn't writing** on the board *right now*.

- The SIMPLE PRESENT uses **do** and **does** as helping verbs in negatives.
- The PRESENT PROGRESSIVE uses **am**, **is**, and **are** in negatives.

## □ EXERCISE 20. Sentence practice.

*Directions:* Complete the sentences with the words in parentheses.

1. Ahmed (*talk*) talks to his classmates every day in class. Right now he (*talk*) \_\_\_\_\_ to Yoko. He (*talk, not*) \_\_\_\_\_ to his friend Omar right now.
2. It (*rain*) \_\_\_\_\_ a lot in this city, but it (*rain, not*) \_\_\_\_\_ right now. The sun (*shine*) \_\_\_\_\_.  
(*it, rain*) \_\_\_\_\_ a lot in your hometown?
3. Hans and Anna (*sit*) \_\_\_\_\_ next to each other in class every day, so they often (*help*) \_\_\_\_\_ each other with their grammar exercises. Right now Anna (*help*) \_\_\_\_\_ Hans with an exercise on present verb tenses.
4. Roberto (*cook*) \_\_\_\_\_ his own dinner every evening. Right now he is in his kitchen. He (*cook*) \_\_\_\_\_ rice and beans. (*he, cook*) \_\_\_\_\_ meat for his dinner tonight too? No, he is a vegetarian. He (*eat, not*) \_\_\_\_\_ meat. (*you, eat*) \_\_\_\_\_ meat? (*you, be*) \_\_\_\_\_ a vegetarian?

## □ EXERCISE 21. Listening.



*Directions:* Listen to the sentences. Circle the correct completions.

*Examples:* John sleeps late . . . . now every day  
John is sleeping . . . . now every day

- |        |           |        |           |
|--------|-----------|--------|-----------|
| 1. now | every day | 5. now | every day |
| 2. now | every day | 6. now | every day |
| 3. now | every day | 7. now | every day |
| 4. now | every day | 8. now | every day |

## □ EXERCISE 22. Let's talk: pairwork.

*Directions:* Work with a partner. Take turns asking and answering questions about Anna's activities. Use the present progressive and the simple present.

*Example:* read a newspaper

PARTNER A: Is Anna reading a newspaper?

PARTNER B: Yes, she is.

PARTNER A: Does she read a newspaper every day?

PARTNER B: Yes, she does.

PARTNER A: Your turn now.



*drink tea*

*listen to music*

*play tennis*

*play the guitar*

*ride her bicycle*

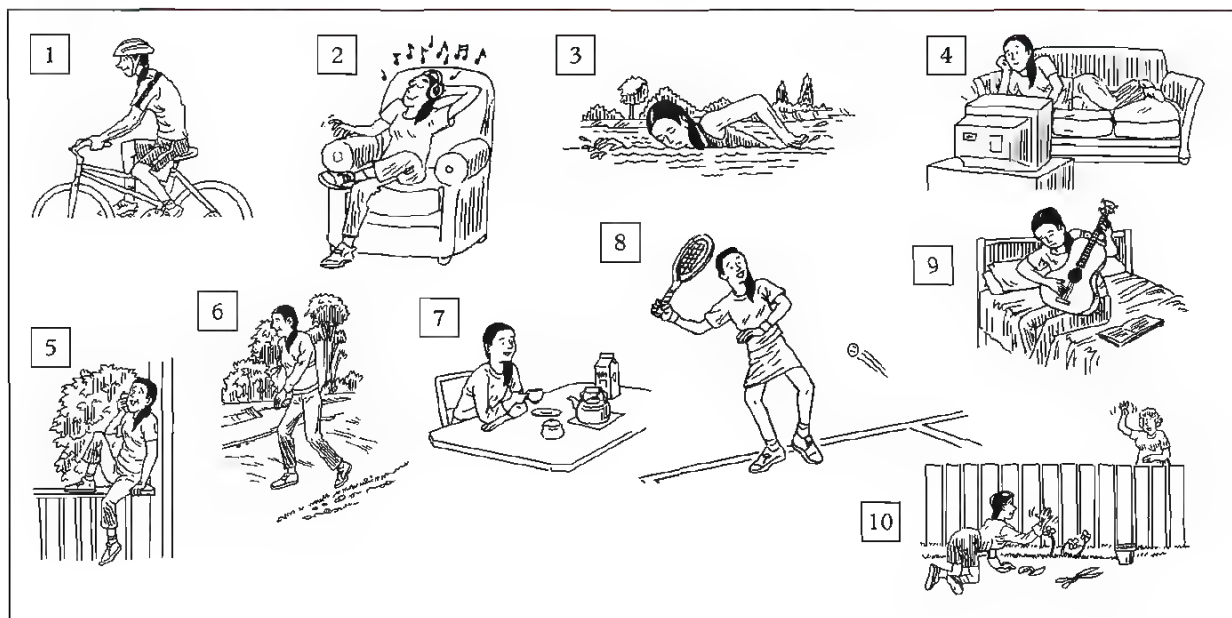
*say "hello" to her neighbor*

*swim*

*take a walk*

*talk on the phone*

*watch TV*



## □ EXERCISE 23. Sentence practice.

*Directions:* Complete the sentences. Use words from the list.

*am is are do does*

1. \_\_\_\_\_ you ready? The bus \_\_\_\_\_ leaving right now.
2. \_\_\_\_\_ you have enough money for the bus?



3. Oh, no. It \_\_\_\_\_ raining again. \_\_\_\_\_ it rain often in this city?
4. Excuse me, what time \_\_\_\_\_ you have?
5. No one is here. \_\_\_\_\_ I early or late?
6. I \_\_\_\_\_ looking for the registration office. \_\_\_\_\_ you know where it is?
7. When \_\_\_\_\_ the registration office close?
8. Where \_\_\_\_\_ your school?
9. Where \_\_\_\_\_ you live?
10. \_\_\_\_\_ your classmates live near you?

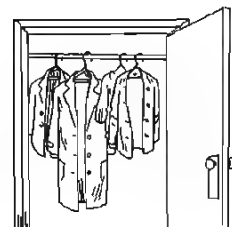
#### □ EXERCISE 24. Question practice.

*Directions:* Complete the sentences with the words in parentheses.

1. A: Tom is on the phone.  
 B: (*he, talk*) Is he talking to his wife?  
 A: Yes.  
 B: (*he, talk*) Does he talk to her often?  
 A: Yes, he (*talk*) talks to her every day during his lunch break.
2. A: I (*walk*) \_\_\_\_\_ to school every day. I (*take, not*) \_\_\_\_\_  
 \_\_\_\_\_ the bus. (*you, take*) \_\_\_\_\_ the bus?  
 B: No, I don't.
3. A: Anna is in the hallway.  
 B: (*she, talk*) \_\_\_\_\_ to her friends?  
 A: No, she isn't. She (*run*) \_\_\_\_\_ to her next class.
4. A: I (*read*) \_\_\_\_\_ the newspaper every day.  
 B: How about your grammar book? (*you, read*) \_\_\_\_\_  
 your grammar book every day?  
 A: No, I don't. I (*read, not*) \_\_\_\_\_ my grammar book  
 every day.
5. A: What (*you, read*) \_\_\_\_\_ right now?  
 B: I (*read*) \_\_\_\_\_ my grammar book.



6. A: (*you, want*) \_\_\_\_\_ your coat?  
 B: Yes.  
 A: (*be, this*) \_\_\_\_\_ your coat?  
 B: No, my coat (*hang*) \_\_\_\_\_ in the closet.



## □ EXERCISE 25. Listening.



**Directions:** Listen to each conversation. Complete the sentences with the words you hear.

*Example:*

You will hear: Is Ann here today?

You will write: Is Ann here today?

You will hear: No. She's working at her uncle's bakery today.

You will write: No. She's working at her uncle's bakery today.

1. A: \_\_\_\_\_ Tom \_\_\_\_\_ a black hat?

B: Yes.

A: \_\_\_\_\_ it every day?

B: No.

A: \_\_\_\_\_ it right now?

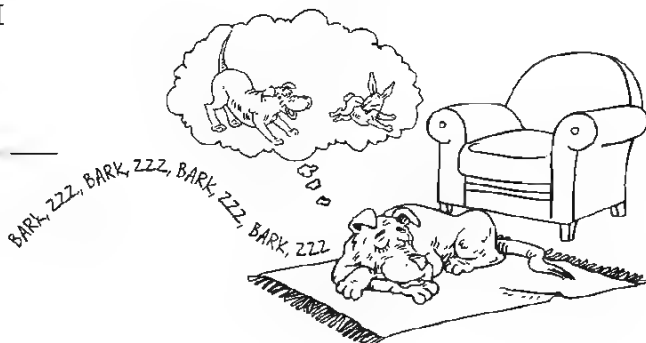
B: I \_\_\_\_\_. Why do you care about Tom's hat?

A: I found a hat in my apartment. Someone left it there. I \_\_\_\_\_ that it belongs to Tom.

2. A: \_\_\_\_\_ animals \_\_\_\_\_?

B: I don't know. I suppose so. Animals \_\_\_\_\_ very different from human beings in lots of ways.

A: Look at my dog. She \_\_\_\_\_. Her eyes \_\_\_\_\_ closed. At the same time, she \_\_\_\_\_ and \_\_\_\_\_ her head and her front legs. I \_\_\_\_\_ sure that she \_\_\_\_\_ right now. I'm sure that animals \_\_\_\_\_.



## □ EXERCISE 26. Listening.



**Directions:** Listen to the conversation. Complete the sentences with the words you hear.

*Example:*

You will hear: Are you doing an exercise?

You will write: Are you doing an exercise?

You will hear: Yes, I am.

You will write: Yes, I am.

SPEAKER A: What are you doing? \_\_\_\_\_ on your English paper?

SPEAKER B: No, \_\_\_\_\_. \_\_\_\_\_ an e-mail to my sister.

SPEAKER A: \_\_\_\_\_ to her often?

SPEAKER B: Yes, but I \_\_\_\_\_ a lot of e-mails to anyone else.

SPEAKER A: \_\_\_\_\_ to you often?

SPEAKER B: Yes. I \_\_\_\_\_ an e-mail from her several times a week.

How about you? \_\_\_\_\_ a lot of e-mails?

SPEAKER A: Yes. I \_\_\_\_\_ to send e-mails to friends all over the world.

## 4-6 NONACTION VERBS NOT USED IN THE PRESENT PROGRESSIVE

(a) I'm hungry **right now**. I **want** an apple.

*INCORRECT: I am wanting an apple.*

(b) I **hear** a siren. **Do** you **hear** it too?

*INCORRECT: I'm hearing a siren. Are you hearing it too?*

Some verbs are NOT used in the present progressive. They are called "nonaction verbs." In (a): *Want* is a nonaction verb. *Want* expresses a physical or emotional need, not an action. In (b): *Hear* is a nonaction verb. *Hear* expresses a sensory experience, not an action.

### NONACTION VERBS

*dislike*

*hate*

*like*

*love*

*need*

*want*

*hear*

*see*

*smell*

*taste*

*believe*

*know*

*think* (meaning *believe*)\*

*understand*

\* Sometimes *think* is used in progressive tenses. See Chart 4-8, p. 117, for a discussion of *think about* and *think that*.

## □ EXERCISE 27. Sentence practice.

*Directions:* Use the words in parentheses to complete the sentences. Use the simple present or the present progressive.

1. Alice is in her room right now. She (*read*) is reading a book. She (*like*) likes the book.
2. It (*snow*) \_\_\_\_\_ right now. It's beautiful! I (*like*) \_\_\_\_\_ this weather.
3. I (*know*) \_\_\_\_\_ Jessica Jones. She's in my class.
4. The teacher (*talk*) \_\_\_\_\_ to us right now. I (*understand*) \_\_\_\_\_ everything she's saying.
5. Mike is at a restaurant right now. He (*eat*) \_\_\_\_\_ dinner. He (*like*) \_\_\_\_\_ the food. It (*taste*) \_\_\_\_\_ good.
6. Sniff-sniff. I (*smell*) \_\_\_\_\_ gas. (*you, smell*) \_\_\_\_\_ it too?
7. Jason (*tell*) \_\_\_\_\_ us a story right now. I (*believe*) \_\_\_\_\_ his story. I (*think*) \_\_\_\_\_ that his story is true.
8. Ugh! Someone (*smoke*) \_\_\_\_\_ a cigar. It (*smell*) \_\_\_\_\_ terrible! I (*hate*) \_\_\_\_\_ cigars.
9. Look at Mr. Allen. He (*hold*) \_\_\_\_\_ a kitten in his hand. He (*love*) \_\_\_\_\_ the kitten. Mr. Allen (*smile*) \_\_\_\_\_.



□ **EXERCISE 28. Let's talk: Interview.**

*Directions:* Ask two students each question. Write their answers in the chart. Share some of their answers with the class.

Question	Student A	Student B
1. What \ you \ like?		
2. What \ babies \ around the world \ like?		
3. What \ you \ want?		
4. What \ children around the world \ want?		
5. What \ you \ love?		
6. What \ teenagers around the world \ love?		
7. What \ you \ dislike or hate?		
8. What \ people around the world \ dislike or hate?		
9. What \ you \ need?		
10. What \ elderly people around the world \ need?		

## 4-7 SEE, LOOK AT, WATCH, HEAR, AND LISTEN TO

<p><i>SEE, LOOK AT, and WATCH</i></p> <p>(a) I <b>see</b> many things in this room.</p> <p>(b) I'm <b>looking</b> at the clock. I want to know the time.</p> <p>(c) Bob <b>is watching</b> TV.</p>	<p>In (a): <b>see</b> = a nonaction verb. Seeing happens because my eyes are open. Seeing is a physical reaction, not a planned action.</p> <p>In (b): <b>look at</b> = an action verb. Looking is a planned or purposeful action. Looking happens for a reason.</p> <p>In (c): <b>watch</b> = an action verb. I <i>watch</i> something for a long time, but I <i>look at</i> something for a short time.</p>
<p><i>HEAR and LISTEN TO</i></p> <p>(d) I'm in my apartment. I'm trying to study. I <b>hear</b> music from the next apartment. The music is loud.</p> <p>(e) I'm in my apartment. I'm studying. I have a tape recorder. I'm <b>listening to</b> music. I like to listen to music when I study.</p>	<p>In (d): <b>hear</b> = a nonaction verb. Hearing is an unplanned act. It expresses a physical reaction.</p> <p>In (e): <b>listen (to)</b> = an action verb. Listening happens for a purpose.</p>

### □ EXERCISE 29. Let's talk: class activity.

*Directions:* Your teacher will ask you questions. Your book is closed.

*Example:*

TEACHER: Look at the floor. What do you see?

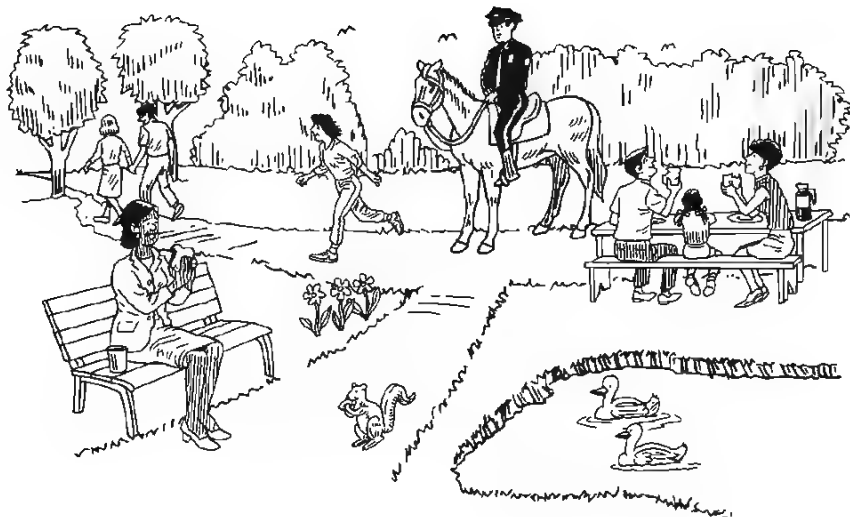
SPEAKER: I see shoes/dirt/etc.

1. What do you see in this room? Now look at something. What are you looking at?
2. Turn to p. 103 of this book. What do you see? Now look at one thing on that page. What are you looking at?
3. Look at the chalkboard. What do you see?
4. What programs do you like to watch on TV?
5. What sports do you like to watch?
6. What animals do you like to watch when you go to the zoo?
7. What do you hear at night in the place where you live?
8. What do you listen to when you go to a concert?
9. What do you listen to when you are at home?

□ EXERCISE 30. Verb review.

Directions: Complete the sentences with the words in parentheses. Use the simple present or the present progressive.

1. I (*sit*) am sitting in class right now. I (*sit, always*)  
always sit in the same seat every day.
2. Ali (*speak*) \_\_\_\_\_ Arabic, but right now he (*speak*)  
\_\_\_\_\_ English.
3. Right now we (*do*) \_\_\_\_\_ an exercise in class. We (*do*)  
\_\_\_\_\_ exercises in class every day.
4. I'm in class now. I (*look*) \_\_\_\_\_ at my classmates. Kim  
(*write*) \_\_\_\_\_ in his book. Francisco (*look*) \_\_\_\_\_  
\_\_\_\_\_ out the window. Yoko (*bite*) \_\_\_\_\_  
\_\_\_\_\_ her pencil. Abdullah (*smile*) \_\_\_\_\_.  
Maria (*sleep*) \_\_\_\_\_. Jung-Po (*chew*) \_\_\_\_\_  
\_\_\_\_\_ gum.
5. The person on the bench in the picture on p. 116 is Barbara. She's an accountant.  
She (*work*) \_\_\_\_\_ for the government. She (*have*) \_\_\_\_\_ an  
hour for lunch every day. She (*eat, often*) \_\_\_\_\_ lunch in  
the park. She (*bring, usually*) \_\_\_\_\_ a sandwich and  
some fruit with her to the park. She (*sit, usually*) \_\_\_\_\_  
on a bench, but sometimes she (*sit*) \_\_\_\_\_ on the grass. While she's at the  
park, she (*watch*) \_\_\_\_\_ people and animals. She (*watch*)  
\_\_\_\_\_ joggers and squirrels. She (*relax*) \_\_\_\_\_  
when she eats at the park.



6. Right now I (*look*) \_\_\_\_\_ at a picture of Barbara. She (*be, not*) \_\_\_\_\_ at home in the picture. She (*be*) \_\_\_\_\_ at the park. She (*sit*) \_\_\_\_\_ on a bench. She (*eat*) \_\_\_\_\_ her lunch. A jogger (*run*) \_\_\_\_\_ on a path through the park. A squirrel (*sit*) \_\_\_\_\_ on the ground in front of Barbara. The squirrel (*eat*) \_\_\_\_\_ a nut. Barbara (*watch*) \_\_\_\_\_ the squirrel. She (*watch, always*) \_\_\_\_\_ squirrels when she eats lunch in the park. Some ducks (*swim*) \_\_\_\_\_ in the pond in the picture, and some birds (*fly*) \_\_\_\_\_ in the sky. A police officer (*ride*) \_\_\_\_\_ a horse. He (*ride*) \_\_\_\_\_ a horse through the park every day. Near Barbara, a family (*have*) \_\_\_\_\_ a picnic. They (*go*) \_\_\_\_\_ on a picnic every week.

## 4-8 THINK ABOUT AND THINK THAT

<p><b>THINK + ABOUT + A NOUN</b></p> <p>(a) I <b>think about my family</b> every day.</p> <p>(b) I <b>am thinking about grammar</b> right now.</p>				<p>In (a): Ideas about my family are in my mind every day.</p> <p>In (b) My mind is busy now. Ideas about grammar are in my mind right now.</p>
<p><b>THINK + THAT + A STATEMENT</b></p> <p>(c) I <b>think that Sue is lazy</b>.</p> <p>(d) Sue <b>thinks that I am lazy</b>.</p> <p>(e) I <b>think that the weather is nice</b>.</p>				<p>In (c): In my opinion, Sue is lazy. I believe that Sue is lazy. People use <b>think that</b> when they want to say (to state) their beliefs. The present progressive is often used with <b>think about</b>. The present progressive is almost never used with <b>think that</b>.</p> <p><i>INCORRECT: I am thinking that Sue is lazy.</i></p>
<p>(f) I <b>think that</b> Mike is a nice person.</p> <p>(g) I <b>think</b> Mike is a nice person.</p>				<p>(f) and (g) have the same meaning. People often omit <b>that</b> after <b>think</b>, especially in speaking.</p>

### □ EXERCISE 31. Sentence practice.

*Directions:* Use **I think (that)** to give your opinion. Share a few of your opinions with the class.

- English grammar is easy / hard / fun / interesting. I think (that)  
English grammar is
- People in this city are friendly / unfriendly / kind / cold.  
\_\_\_\_\_
- The food at (name of a place) is delicious / terrible / good / excellent / awful.  
\_\_\_\_\_
- Baseball / football / soccer / golf is interesting / boring / confusing / etc.  
\_\_\_\_\_



□ **EXERCISE 32. Sentence practice.**

*Directions:* Make sentences.

**PART I.** Complete the sentences with your own words.

1. I think that the weather today is \_\_\_\_\_
2. I think my classmates are \_\_\_\_\_
3. Right now I'm thinking about \_\_\_\_\_
4. In my opinion, English grammar is \_\_\_\_\_
5. In my opinion, soccer is \_\_\_\_\_
6. I think that my parents are \_\_\_\_\_
7. I think this school \_\_\_\_\_
8. I think about \_\_\_\_\_
9. I think that \_\_\_\_\_
10. In my opinion, \_\_\_\_\_

**PART II.** Share a few of your completions with the class.

□ **EXERCISE 33. Let's talk: small groups.**

*Directions:* Work in small groups. Take turns stating an opinion about each of the following topics.

*Example:* books

*Response:* I think that *War and Peace* is an excellent novel. OR

In my opinion, *War and Peace* is an excellent novel.

1. this city
2. your English classes
3. music
4. movies
5. cars
6. the food in this country
7. the weather in this area
8. a current local, national, or international news story

□ **EXERCISE 34. Chapter review.**

*Directions:* Choose the correct completions.

1. Anita and Pablo \_\_\_\_\_ TV right now.  
A. watch                      B. watching                      **C. are watching**
2. “\_\_\_\_\_ you writing a letter to your parents?”  
“No. I’m studying.”  
A. Do                      B. Are                      C. Don’t
3. I \_\_\_\_\_ like to write letters.  
A. no                      B. am not                      C. don’t
4. “Jack has six telephones in his apartment.”  
“I \_\_\_\_\_ you. No one needs six telephones in one apartment.”  
A. am believe                      B. am not believing                      C. don’t believe
5. When I want to know the time, I \_\_\_\_\_ a clock.  
A. see                      B. look at                      C. watch
6. “Do you know Fatima?”  
“Yes, I do. I \_\_\_\_\_ she is a very nice person.”  
A. am thinking                      B. thinking                      C. think
7. Where \_\_\_\_\_ John? Upstairs or downstairs?  
A. does                      B. is                      C. lives
8. Oh no. Ron \_\_\_\_\_. He is allergic to cats.  
A. is sneezing                      B. doesn’t sneeze                      C. sneezes
9. The teacher often \_\_\_\_\_ on time.  
A. doesn’t start                      B. isn’t starting                      C. don’t start
10. “You look sad.”  
“Yes, I \_\_\_\_\_ about my family back in my country. I miss them.”  
A. think                      B. am thinking                      C. thinking

□ **EXERCISE 35. Chapter review: error analysis.**

*Directions:* Correct the errors.

1. It’s raining today. I no like the rain.
2. I like New York City. I am thinking that it is a wonderful city.
3. Does Abdul be sleeping right now?

4. Why you are going downtown today?
5. I'm listening you.
6. Are you hearing a noise outside the window?
7. Kunio at a restaurant right now. He usually eat at home, but today he eating dinner at a restaurant.
8. I am liking flowers. They are smelling good.
9. Alex is siting at his desk. He writting a letter.
10. Where do they are sitting today?



# CHAPTER 5

## Talking About the Present

### □ EXERCISE 1. Preview: listening.



*Directions:* Write the answers to the questions.

*Example:*

You will hear: What time is it?

You will write: It's 10:10 A.M. / around ten o'clock / etc.

1. It's \_\_\_\_\_.
2. It's \_\_\_\_\_.
3. It's \_\_\_\_\_.
4. It's \_\_\_\_\_.
5. It's \_\_\_\_\_.

### 5-1 USING *IT* TO TALK ABOUT TIME

QUESTION	ANSWER	
(a) What day is it?	→ <b>It's</b> Monday.	In English, people use <b>it</b> to express (to talk about) time.
(b) What month is it?	→ <b>It's</b> September.	
(c) What year is it?	→ <b>It's</b> 2 _____.	
(d) What's the date today?	→ <b>It's</b> September 15th.	
	→ <b>It's</b> the 15th of September.	
(e) What time is it?	→ <b>It's</b> 9:00.*	
	→ <b>It's</b> nine.	
	→ <b>It's</b> nine o'clock.	
	→ <b>It's</b> nine (o'clock) A.M.	

\*American English uses a colon (two dots) between the hour and the minutes: 9:00 A.M. British English uses one dot: 9.00 A.M.

□ **EXERCISE 2. Question practice.**

*Directions:* Make questions. Begin each question with **What**.

1. A: What day is it?

B: It's Tuesday.

2. A: \_\_\_\_\_

B: It's March 14th.

3. A: \_\_\_\_\_

B: Ten-thirty.

4. A: \_\_\_\_\_

B: March.

5. A: \_\_\_\_\_

B: It's six-fifteen.

6. A: \_\_\_\_\_

B: Wednesday.

7. A: \_\_\_\_\_

B: The 1st of April, 2 \_\_\_\_\_.

8. A: \_\_\_\_\_

B: It's two thousand and \_\_\_\_\_.

9. A: \_\_\_\_\_

B: It's seven A.M.

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

a calendar page

## 5-2 PREPOSITIONS OF TIME

<b>at</b>	(a) We have class <b>at</b> one o'clock. (b) I have an appointment with the doctor <b>at</b> 3:00. (c) We sleep <b>at</b> night.	<b>at</b> + a specific time on the clock.  <b>at</b> + <i>night</i>
<b>in</b>	(d) My birthday is <b>in</b> October. (e) I was born <b>in</b> 1989. (f) We have class <b>in</b> the morning. (g) Bob has class <b>in</b> the afternoon. (h) I study <b>in</b> the evening.	<b>in</b> + a specific month <b>in</b> + a specific year <b>in</b> + <i>the morning</i> <b>in</b> + <i>the afternoon</i> <b>in</b> + <i>the evening</i>
<b>on</b>	(i) I have class <b>on</b> Monday. (j) I was born <b>on</b> October 31, 1991.	<b>on</b> + a specific day of the week <b>on</b> + a specific date
<b>from ... to</b>	(k) We have class <b>from</b> 1:00 <b>to</b> 2:00.	<b>from</b> (a specific time) <b>to</b> (a specific time)

### □ EXERCISE 3. Sentence practice.

*Directions:* Complete the sentences with prepositions of time.

- We have class at ten o'clock.
- We have class \_\_\_\_\_ ten \_\_\_\_\_ eleven.
- I have class \_\_\_\_\_ the morning, and I work \_\_\_\_\_ the afternoon.
- I study \_\_\_\_\_ the evening.
- I sleep \_\_\_\_\_ night.
- I was born \_\_\_\_\_ May.
- I was born \_\_\_\_\_ 1988.
- I was born \_\_\_\_\_ May 21.
- I was born \_\_\_\_\_ May 21, 1988.
- The post office isn't open \_\_\_\_\_ Sundays.
- The post office is open \_\_\_\_\_ 8:00 A.M. \_\_\_\_\_ 5:00 P.M.  
Monday through Saturday.
- The post office closes \_\_\_\_\_ 5:00 P.M.

□ **EXERCISE 4. Listening and sentence practice.**

*Directions:* Identify the people in the pictures.



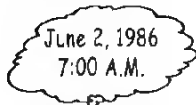
**PART I.** Listen to each description. Write the name of the person who is described.

*Example:*

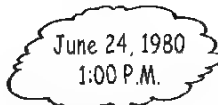
You will hear: I was born on June 2, 1986. I go to class in the morning.

My name is \_\_\_\_\_.

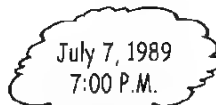
You will write: Lisa



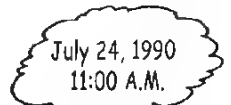
Lisa



Ann



Tom



Ron

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**PART II.** Use the information in the pictures to complete the sentences.

1. I was born \_\_\_\_\_ July. I was born \_\_\_\_\_ July 7. My name is \_\_\_\_\_.
2. I was born \_\_\_\_\_ 1980. I was born \_\_\_\_\_ June 24, 1980. My name is \_\_\_\_\_.
3. I go to class \_\_\_\_\_ the morning. I go to class \_\_\_\_\_ 7:00. My name is \_\_\_\_\_.
4. Hi, my name is \_\_\_\_\_. I was born \_\_\_\_\_ July. I was born \_\_\_\_\_ July 24. I go to class \_\_\_\_\_ the morning.

## 4.1 USING IT TO TALK ABOUT THE WEATHER

- (a) **It's** sunny today.  
 (b) **It's** hot and humid today.  
 (c) **It's** a nice day today.

In English, people usually use **it** when they talk about the weather.

- (d) **What's the weather like** in Istanbul in January?  
 (e) **How's the weather** in Moscow in the summer?

People commonly ask about the weather by saying *What's the weather like?* OR *How's the weather?*

### □ EXERCISE 5. Let's talk: pairwork.

**Directions:** How's the weather today? Circle *yes* or *no*. Share your answers with a partner. Do your answers agree? Report to the class.

1. hot	yes	no	8. sunny	yes	no
2. warm	yes	no	9. nice	yes	no
3. cool	yes	no	10. clear	yes	no
4. chilly	yes	no	11. partly cloudy	yes	no
5. cold	yes	no	12. humid*	yes	no
6. freezing	yes	no	13. windy	yes	no
7. below freezing	yes	no	14. stormy	yes	no

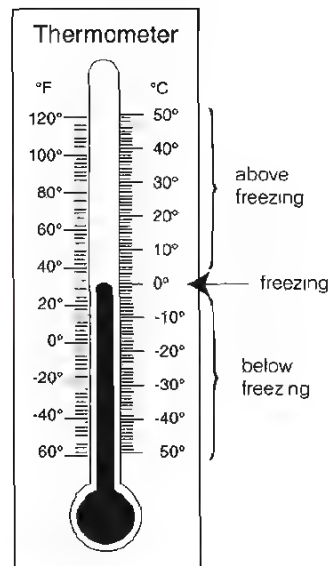
### □ EXERCISE 6. Let's talk: small groups.

**Directions:** Change the Fahrenheit (F) temperatures to Celsius (C) by choosing temperatures from the list. Then describe the temperature in words.

38° C    24° C    ✓ 10° C    0° C    -18° C

FAHRENHEIT	CELSIUS	DESCRIPTION
1. 50° F	10° C	cool, chilly
2. 32° F		
3. 100° F		
4. 75° F		
5. 0° F		

\*humid = hot and wet





## □ EXERCISE 7. Let's talk: small groups.

*Directions:* Work in small groups. Read the chart and follow the instructions.

“Approximate” means “close but not exact.” Here is a fast way to get an **approximate** number when you convert from one temperature system to another.\*

• To change **Celsius to Fahrenheit**: DOUBLE THE CELSIUS NUMBER AND ADD 30.

*Examples:*  $12^{\circ}\text{C} \times 2 = 24 + 30 = 54^{\circ}\text{F}$ . (Exact numbers:  $12^{\circ}\text{C} = 53.6^{\circ}\text{F}$ .)

$20^{\circ}\text{C} \times 2 = 40 + 30 = 70^{\circ}\text{F}$ . (Exact numbers:  $20^{\circ}\text{C} = 68^{\circ}\text{F}$ .)

$35^{\circ}\text{C} \times 2 = 70 + 30 = 100^{\circ}\text{F}$ . (Exact numbers:  $35^{\circ}\text{C} = 95^{\circ}\text{F}$ .)

• To change **Fahrenheit to Celsius**: SUBTRACT 30 FROM THE FAHRENHEIT NUMBER AND THEN DIVIDE BY 2.

*Examples:*  $60^{\circ}\text{F} - 30 = 30 \div 2 = 15^{\circ}\text{C}$ . (Exact numbers:  $60^{\circ}\text{F} = 15.6^{\circ}\text{C}$ .)

$80^{\circ}\text{F} - 30 = 50 \div 2 = 25^{\circ}\text{C}$ . (Exact numbers:  $80^{\circ}\text{F} = 26.7^{\circ}\text{C}$ .)

$90^{\circ}\text{F} - 30 = 60 \div 2 = 30^{\circ}\text{C}$ . (Exact numbers:  $90^{\circ}\text{F} = 32.2^{\circ}\text{C}$ .)

\*To get exact numbers, use these formulas:  $C = 5/9 (^{\circ}\text{F} - 32)$  OR  $F = 9/5 (^{\circ}\text{C}) + 32$ .

Change the following from Celsius to Fahrenheit and Fahrenheit to Celsius. Calculate the **approximate** numbers.

1.  $22^{\circ}\text{C} \rightarrow$   $22^{\circ}\text{C} = \text{approximately } 74^{\circ}\text{F} (22^{\circ}\text{C} \times 2 = 44 + 30 = 74^{\circ}\text{F})$

2.  $2^{\circ}\text{C} \rightarrow$  \_\_\_\_\_

3.  $30^{\circ}\text{C} \rightarrow$  \_\_\_\_\_

4.  $10^{\circ}\text{C} \rightarrow$  \_\_\_\_\_

5.  $16^{\circ}\text{C} \rightarrow$  \_\_\_\_\_

6.  $45^{\circ}\text{F} \rightarrow$  \_\_\_\_\_

7.  $70^{\circ}\text{F} \rightarrow$  \_\_\_\_\_

8.  $58^{\circ}\text{F} \rightarrow$  \_\_\_\_\_

9.  $100^{\circ}\text{F} \rightarrow$  \_\_\_\_\_

10.  $20^{\circ}\text{F} \rightarrow$  \_\_\_\_\_

# □ EXERCISE 8. Interview and paragraph practice.

*Directions:* Find out information about your classmates' hometowns. Use the information to write a report. Ask questions about *the name of the hometown, its location, its population, its weather and average temperature in a particular month (of your choosing)*.

*Example:*

SPEAKER A: What's your hometown?

SPEAKER B: Athens.

SPEAKER A: Where is it located?

SPEAKER B: In southeastern Greece near the Aegean Sea.

SPEAKER A: What's the population of Athens?

SPEAKER B: Almost four million.

SPEAKER A: What's the weather like in Athens in May?

SPEAKER B: It's mild. Sometimes it's a little rainy.

SPEAKER A: What's the average temperature in May?

SPEAKER B: The average temperature is around 21° Celsius.

*Chart for recording information about three of your classmates' hometowns.*

Name	<i>Spyros</i>			
Hometown	<i>Athens</i>			
Location	<i>SE Greece</i>			
Population	<i>almost 4 million</i>			
Weather	<i>mild in May, around 21°C, in the mid-seventies Fahrenheit</i>			

## 5-4 THERE + BE

- THERE + BE + SUBJECT + PLACE*
- (a) **There is a bird** in the tree.
- (b) **There are four birds** in the tree.

**There + be** is used to say that something exists in a particular place.

Notice: The subject follows **be**:

*there + is + singular noun*

*there + are + plural noun*

- (c) **There's** a bird in the tree.
- (d) **There're** four birds in the tree.

CONTRACTIONS:

*there + is = there's*

*there + are = there're*



### □ EXERCISE 9. Sentence practice.

**Directions:** Complete the sentences with **is** or **are**. Then circle **yes** or **no**. Compare your answers with your classmates' answers.

1. There is a butterfly in this picture.



(yes)

no

2. There are two trees in this picture.

yes

(no)

3. There \_\_\_\_\_ a bird in this picture.



yes

no

4. There \_\_\_\_\_ seven flowers in this picture.

yes

no

5. There \_\_\_\_\_ a grammar book on my desk.

yes

no

6. There \_\_\_\_\_ many grammar books in this room.

yes

no

7. There \_\_\_\_\_ comfortable chairs in this classroom.

yes

no

8. There \_\_\_\_\_ a nice view from the classroom window.

yes

no

- |  |     |    |
|--|-----|----|
| 9. There _____ interesting places to visit in this area.       | yes | no |
| 10. There _____ a good place to eat near school.               | yes | no |
| 11. There _____ fun activities to do on weekends in this area. | yes | no |
| 12. There _____ difficult words in this exercise.              | yes | no |

### □ EXERCISE 10. Let's talk: pairwork.

*Directions:* Work with a partner. Complete the sentences with the words in the list or your own words. When you speak, look at your partner.

<i>a book</i>	<i>a map</i>	<i>a notebook</i>
<i>some books</i>	<i>some papers</i>	<i>some notebooks</i>
<i>tall buildings</i>	<i>a park</i>	<i>some restaurants</i>
<i>a bulletin board</i>	<i>a pen</i>	<i>a sink</i>
<i>a calendar</i>	<i>a pencil</i>	<i>many stores</i>
<i>some chairs</i>	<i>a pencil sharpener</i>	<i>several students</i>
<i>a chalkboard</i>	<i>many people</i>	<i>a teacher</i>
<i>a clock</i>	<i>a picture</i>	<i>a whiteboard</i>
<i>a coffee shop</i>	<i>some pictures</i>	<i>a window</i>
<i>some desks</i>	<i>a post office</i>	<i>some windows</i>
<i>some light switches</i>		

- PARTNER A: There is . . . on this desk.  
PARTNER B: There are . . . on that desk.
- PARTNER A: There are . . . on that wall.  
PARTNER B: There is . . . on this wall.
- PARTNER A: There are . . . in this room.  
PARTNER B: There is also . . . in this room.
- PARTNER A: There is . . . near our school.  
PARTNER B: There are also . . . near our school.

### □ EXERCISE 11. Let's talk: small groups.

*Directions:* Work in small groups. After everybody puts two or three objects (e.g., a coin, some keys, a pen, a dictionary) on a table in the classroom, describe the items on the table. Use ***There is . . .*** and ***There are . . .***.

*Examples:*

SPEAKER A: There are three dictionaries on the table.

SPEAKER B: There are some keys on the table.

SPEAKER C: There is a pencil sharpener on the table.

## □ EXERCISE 12. Listening.



**Directions:** Listen to each sentence. Circle the word you hear. Note: You will hear contractions for ***There is*** and ***There are***.

**Example:** \_\_\_\_\_ several windows in this room.      There's      There're

- |            |          |            |          |
|------------|----------|------------|----------|
| 1. There's | There're | 5. There's | There're |
| 2. There's | There're | 6. There's | There're |
| 3. There's | There're | 7. There's | There're |
| 4. There's | There're | 8. There's | There're |

## □ EXERCISE 13. Let's talk: small groups.

**Directions:** Work in small groups. Choose a leader. Take turns making sentences. Begin your sentence with ***There***.

**Example:**

LEADER: . . . in this building.

SPEAKER A: There are five floors in this building.

SPEAKER B: There are many classrooms in this building.

SPEAKER C: There are stairs in this building.

LEADER: There is an elevator in this building.

Etc.

- . . . in my home.
- . . . in this city.
- . . . in my country.
- . . . in the world.
- . . . in the universe.

## 5-5 THERE BE: YES/NO QUESTIONS

QUESTION					SHORT ANSWER
BE	+	THERE	+	SUBJECT	
(a) Is		there		any juice	in the refrigerator?
					→ Yes, <b><i>there is</i></b> .
					→ No, <b><i>there isn't</i></b> .
(b) Are		there		any eggs	in the refrigerator?
					→ Yes, <b><i>there are</i></b> .
					→ No, <b><i>there aren't</i></b> .

# □ **EXERCISE 14. Let's talk: pairwork.**

*Directions:* Work with a partner. Ask questions about the contents of the refrigerator in the picture. Use the nouns in the list in your questions.

Use **Is there ...?** or **Are there ...?**

*Example:*

PARTNER A: Is there any cheese in the refrigerator?

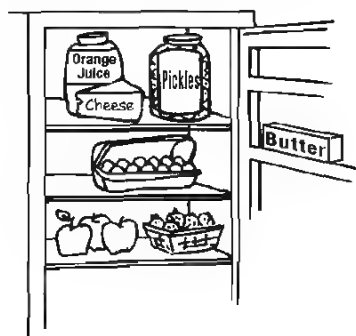
PARTNER B: Yes, there is.

PARTNER A: Your turn now.

PARTNER B: Are there any onions in the refrigerator?

PARTNER A: No, there aren't.

PARTNER B: Your turn now.



Partner A
1. cheese
2. eggs
3. bread
4. apples
5. butter
6. potatoes
7. vegetables

Partner B
1. onions
2. strawberries
3. oranges
4. orange juice
5. fruit
6. flour
7. pickles

# □ **EXERCISE 15. Let's talk: small groups.**

*Directions:* Work in small groups. Take turns asking and answering questions using **there + be**. Ask questions about this city. Use **Is there ...?** or **Are there ...?** If the answer is "I don't know," ask someone else.

*Example:* a zoo

SPEAKER A: Is there a zoo in (name of this city)?

SPEAKER B: Yes, there is. / No, there isn't.

SPEAKER B: (to Speaker C) Is there an airport near (name of this city)?

SPEAKER C: I don't know.

SPEAKER B: (to Speaker D) Is there an airport near (name of this city)?

SPEAKER D: Yes, there is. / No, there isn't.

Etc.

- |                              |   |
|------------------------------|---|
| 1. a zoo                     | 7. an aquarium                          |
| 2. an airport                | 8. any interesting bookstores           |
| 3. any lakes                 | 9. a subway system                      |
| 4. any good restaurants      | 10. any public swimming pools           |
| 5. a good Chinese restaurant | 11. a good public transportation system |
| 6. an art museum             | 12. any movie theaters                  |

❑ **EXERCISE 16. Let's talk: class activity.**

*Directions:* Solve the puzzle. *Teacher's Note:* Use the grid on p. 509 of the *Answer Key* to answer your students' questions.

The Johnson family needs to decide where to stay for their summer vacation. They want a hotel that has everything in the list below. Your teacher has information about several hotels. Ask her/him questions using the list. Then write *yes* or *no* in the correct column of the chart. Which hotel has everything that the Johnsons want?

*Example:*

SPEAKER A: Is there a swimming pool at Hotel 1?

TEACHER: Yes, there is.

SPEAKER B: Are there tennis courts at Hotel 3?

TEACHER: Yes, there are.

SPEAKER C: Are there ocean-view rooms at Hotel 5?

TEACHER: Yes, there are.

LIST	
<i>a beach</i>	<i>a swimming pool</i>
<i>horses to ride</i>	<i>tennis courts</i>
<i>ocean-view rooms</i>	

CHART					
	a swimming pool	a beach	tennis courts	horses	ocean-view rooms
HOTEL 1	yes				
HOTEL 2		yes			
HOTEL 3			yes		
HOTEL 4				yes	
HOTEL 5					yes

## 5-6 THERE BE: ASKING QUESTIONS WITH HOW MANY

QUESTION	SHORT ANSWER
HOW MANY + SUBJECT + ARE + THERE + PLACE	
(a) <b>How many chapters are there</b> in this book?	→ Sixteen. (There are 16 chapters in this book.)
(b) <b>How many provinces are there</b> in Canada?	→ Ten. (There are ten provinces in Canada.)
(c) How many <b>words</b> do you see? <i>INCORRECT: How many word do you see?</i>	Notice: The noun that follows <b>how many</b> is plural.

### □ EXERCISE 17. Let's talk: class activity.

*Directions:* Ask and answer questions about this room. Use **How many** and the given words.

*Example:* desks

SPEAKER A: How many desks are there in this room?

SPEAKER B: Thirty-two. OR There are **thirty-two** desks in this room.

SPEAKER A: That's right. OR No, I count thirty-three desks.

- |             |                  |
|-------------|------------------|
| 1. windows  | 5. women         |
| 2. desks    | 6. men           |
| 3. students | 7. grammar books |
| 4. teachers | 8. dictionaries  |

### □ EXERCISE 18. Let's talk: pairwork.

*Directions:* Work with a partner. Ask questions with **How many**.

*Example:* days in a week

PARTNER A: How many days are there in a week?

PARTNER B: Seven. OR There are seven days in a week.

PARTNER A: Right. There are seven days in a week. Your turn now.

Partner A
1. chapters in this book
2. doors in this room
3. floors in this building
4. states in the United States (50)
5. countries in North America (3)

Partner B
1. pages in this book
2. people in this room
3. letters in the English alphabet (26)
4. provinces in Canada (10)
5. continents in the world (7)



## 5-7 PREPOSITIONS OF PLACE

(a) My book is **on** my desk.

In (a): **on** – a preposition  
*my desk* – object of the preposition  
*on my desk* = a prepositional phrase

(b) Tom lives **in** *the United States*.  
 He lives **in** *New York City*.

(c) He lives **on** *Hill Street*.

(d) He lives **at** *4472 Hill Street*.

A person lives: **in** a country and **in** a city  
**on** a street, avenue, road, etc.  
**at** a street address

(See Chart 12-9, p. 374, for more information about using **in** and **at**.)

Note: Prepositions of place are also called “prepositions of location.”

### □ EXERCISE 19. Sentence practice.

Directions: Complete the sentences with **in**, **on**, or **at**.

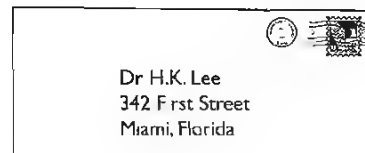
Write about Pablo.

1. Pablo lives \_\_\_\_\_ Canada.
2. He lives \_\_\_\_\_ Toronto.
3. He lives \_\_\_\_\_ Lake Street.
4. He lives \_\_\_\_\_ 5541 Lake Street  
 \_\_\_\_\_ Toronto, Canada.



Write about Dr. Lee.

5. Dr. Lee lives on \_\_\_\_\_.
6. He lives in \_\_\_\_\_.
7. He lives at \_\_\_\_\_.



Write about yourself.

8. I live \_\_\_\_\_  
 (name of country)
9. I live \_\_\_\_\_  
 (name of city)
10. I live \_\_\_\_\_  
 (name of street)
11. I live \_\_\_\_\_  
 (street address)

## 5-8 SOME PREPOSITIONS OF PLACE: A LIST

<i>above</i>	<i>beside</i>	<i>in back of</i>	<i>in the middle of</i>	<i>on</i>
<i>around</i>	<i>between</i>	<i>in the back of</i>	<i>inside</i>	<i>on top of</i>
<i>at</i>	<i>far (away) from</i>	<i>in front of</i>	<i>near</i>	<i>outside</i>
<i>behind</i>	<i>in</i>	<i>in the front of</i>	<i>next to</i>	<i>under</i>
<i>below</i>				

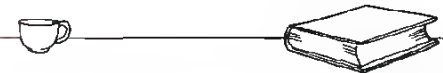
- (a) The book is **beside** the cup.  
 (b) The book is **next to** the cup.  
 (c) The book is **near** the cup.



- (d) The book is **between** two cups.



- (e) The book is **far away from** the cup.



- (f) The cup is **on** the book.  
 (g) The cup is **on top of** the book.



- (h) The cup is **under** the book.



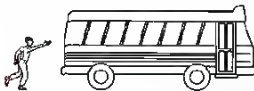
- (i) The cup is **above** the book.



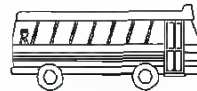
- (j) The hand is **around** the cup.



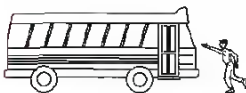
- (k) The man is **in back of** the bus.  
 (l) The man is **behind** the bus.



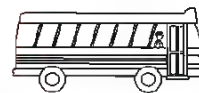
- (m) The man is **in the back of** the bus.



- (n) The man is **in front of** the bus.  
 In (k), (l), and (n): the man is **outside** the bus.



- (o) The man is **in the front of** the bus.




- (p) The man is **in the middle of** the bus.  
 In (m), (o), and (p): the man is **inside** the bus.




## □ EXERCISE 20. Sentence practice.



*Directions:* Describe the pictures by completing the sentences with prepositional expressions of place. There may be more than one possible completion.

1.  The apple is on, on top of the plate.

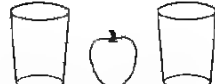
2.  The apple is \_\_\_\_\_ the plate.

3.  The apple is \_\_\_\_\_ the plate.

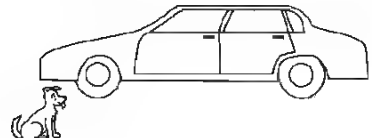
4.  The apple is \_\_\_\_\_ the glass.


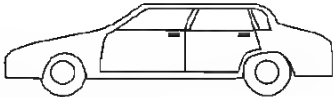
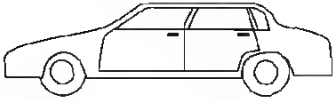


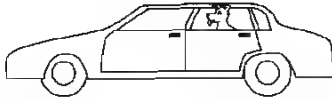
5.   The apple isn't near the glass. It is \_\_\_\_\_  
\_\_\_\_\_ the glass.

6.  The apple is \_\_\_\_\_ the glass.

7.  The apple is \_\_\_\_\_ two glasses.

8.  The hand is \_\_\_\_\_ the glass.

9.  The dog isn't inside the car. The dog is \_\_\_\_\_ the car.

10.   The dog is in \_\_\_\_\_ of the car.
11.   The dog is in \_\_\_\_\_ of the car.
12.  The dog is in \_\_\_\_\_ of the car.
13.  The dog is in \_\_\_\_\_ of the car.

## □ EXERCISE 21. Let's talk: pairwork.

*Directions:* Work with a partner. Choose a small object (a pen, pencil, coin, etc.). Give and follow directions. You can look at your book before you speak. When you speak, look at your partner.

Partner A: Give your partner directions. Your book is open.

Partner B: Follow the directions. Your book is closed.

*Example: (a small object such as a coin)*

PARTNER A (*book open*): Put it on top of the desk.

PARTNER B (*book closed*): (*Partner B puts the coin on top of the desk.*)

- |                                 |   |
|---------------------------------|---|
| 1. Put it on your head.         | 5. Put it far away from me.                   |
| 2. Put it above your head.      | 6. Put it under your book.                    |
| 3. Put it between your fingers. | 7. Put it below your knee.                    |
| 4. Put it near me.              | 8. Put it in the middle of your grammar book. |

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn to give directions.

- |   |  |
|---|--|
| 9. Put it inside your grammar book.     | 13. Put it behind me.                        |
| 10. Put it next to your grammar book.   | 14. Put it in back of your back.             |
| 11. Put it on top of your grammar book. | 15. Put it in the back of your grammar book. |
| 12. Put it in front of me.              | 16. Put your hand around it.                 |

□ **EXERCISE 22. Let's talk: pairwork.**

*Directions:* Work with a partner. Ask and answer questions about the picture. Practice using **Is there/Are there, Where,** and **How many.** Use the vocabulary in the list to help you.

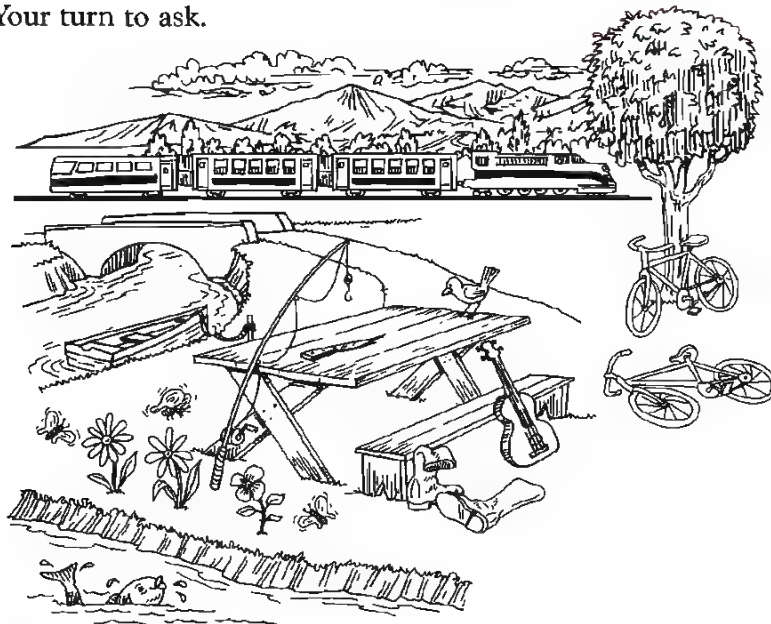
bikes	cars	flowers	a picnic bench
a bird	chickens	a guitar	a picnic table
a boat	clouds	hills	rabbits
boots	dogs	a knife	a river
a bridge	a fish	motorcycles	a train
butterflies	a fishing pole	people	trees

*Example:*

PARTNER A: **Are there** any dogs in the picture?

PARTNER B: No, there aren't any dogs in the picture.

PARTNER A: Your turn to ask.



□ **EXERCISE 23. Listening.**



*Directions:* Listen to the sentences about the picture in Exercise 22. Circle the correct answers.

*Example:* The bike is in the water.      yes      **(no)**

- |              |               |               |
|--------------|---------------|---------------|
| 1. yes    no | 6. yes    no  | 11. yes    no |
| 2. yes    no | 7. yes    no  | 12. yes    no |
| 3. yes    no | 8. yes    no  | 13. yes    no |
| 4. yes    no | 9. yes    no  | 14. yes    no |
| 5. yes    no | 10. yes    no | 15. yes    no |

# □ **EXERCISE 24. Review: Chapters 4 and 5.**

*Directions:* Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

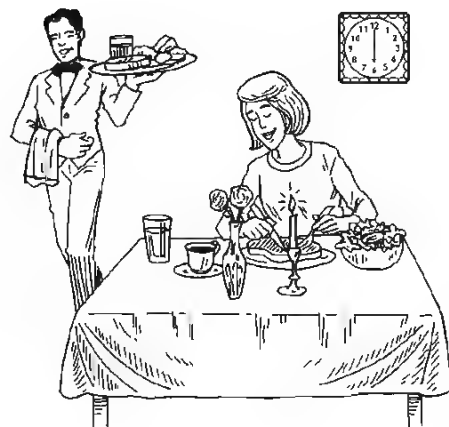
<i>burn</i>	<i>a bowl</i>	<i>meat</i>
<i>eat dinner</i>	<i>a bowl of salad</i>	<i>a piece of meat</i>
<i>have a steak for dinner</i>	<i>a candle</i>	<i>a plate</i>
<i>hold a knife and a fork</i>	<i>a cup</i>	<i>a restaurant</i>
	<i>a cup of coffee</i>	<i>a saucer</i>
	<i>a fork</i>	<i>a spoon</i>
	<i>a glass</i>	<i>a steak</i>
	<i>a glass of water</i>	<i>a table</i>
	<i>a knife</i>	<i>a waiter</i>
	<i>a vase of flowers</i>	

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. What do you see on the table?
3. What is Mary holding in her right hand? in her left hand?
4. What is in the bowl?
5. What is on the plate?
6. What is in the cup?
7. What is burning?
8. Is Mary eating breakfast?
9. Is Mary at home? Where is she?
10. What is she cutting?

**PART II.** Complete the sentences.

11. Mary is sitting \_\_\_\_\_ a table.
12. There is a candle \_\_\_\_\_ the table.
13. There is coffee \_\_\_\_\_ the cup.
14. Mary \_\_\_\_\_ holding a knife \_\_\_\_\_ her right hand.
15. She's \_\_\_\_\_ a restaurant.
16. She \_\_\_\_\_ at home.
17. She \_\_\_\_\_ eating breakfast.



## □ EXERCISE 25. Review: Chapters 4 and 5.

*Directions:* Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

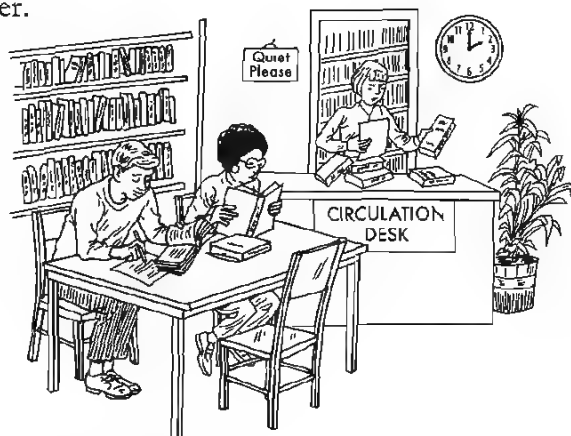
<i>read a book</i>	<i>the circulation desk</i>
<i>study at the library</i>	<i>a librarian</i>
<i>take notes</i>	<i>a shelf (singular)</i>
	<i>shelves (plural)*</i>

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is John doing?
2. What do you see in the picture?
3. Is John at home? Where is he?
4. Is John reading a newspaper?
5. Where is the librarian standing?
6. Is John right-handed or left-handed?

**PART II.** Complete the sentences.

7. John is studying \_\_\_\_\_ the library.
8. He is sitting \_\_\_\_\_ a table.
9. He is sitting \_\_\_\_\_ a chair.
10. His legs are \_\_\_\_\_ the table.
11. There are books \_\_\_\_\_ the shelves.
12. John is writing \_\_\_\_\_ a piece of paper.
13. He's taking notes \_\_\_\_\_ a piece of paper.
14. He \_\_\_\_\_ reading a newspaper.
15. The librarian \_\_\_\_\_  
standing \_\_\_\_\_  
the circulation desk.
16. Another student is sitting  
\_\_\_\_\_ John.



\*See Chart 6 5, p. 173, for information about nouns with irregular plural forms.

## □ EXERCISE 26. Review: Chapters 4 and 5.

*Directions:* Talk about the picture. Use the vocabulary in the list to help you answer the questions.

<i>the date</i>	<i>a bank</i>	<i>first name / given name</i>
<i>sign a check</i>	<i>cash</i>	<i>middle initial</i>
<i>sign her name</i>	<i>a check</i>	<i>last name / family name / surname</i>
<i>write a check*</i>		<i>name and address</i>

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. What is Mary's address?
3. What is Mary's full name?
4. What is Mary's middle initial?
5. What is Mary's last name?
6. How much money does Mary want?
7. What is in the upper-left corner of the check?
8. What is in the lower-left corner of the check?
9. What is the name of the bank?

MARY S. JONES  
3471 TREE ST  
CHICAGO, IL 60665

PAY TO THE ORDER OF Cash \$ 50.00

Fifty and 00/100 — DO. LARS

FIRST NATIONAL BANK  
605 MICHIGAN AVE.  
CHICAGO, IL 60603

⑆021 200911 436 200

Mary S. Jones

**PART II.** Complete the sentences.

10. Mary is writing a \_\_\_\_\_.
11. She is signing \_\_\_\_\_ name.
12. The name \_\_\_\_\_ the bank is First National Bank.
13. Mary lives \_\_\_\_\_ 3471 Tree Street.
14. Mary lives \_\_\_\_\_ Chicago, Illinois.
15. Mary's name and address are \_\_\_\_\_ the upper-left corner \_\_\_\_\_ the check.

\*Check (American English) is spelled *cheque* in British and Canadian English. The pronunciation of *check* and *cheque* is the same.



## □ EXERCISE 27. Review: Chapters 4 and 5.

*Directions:* Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

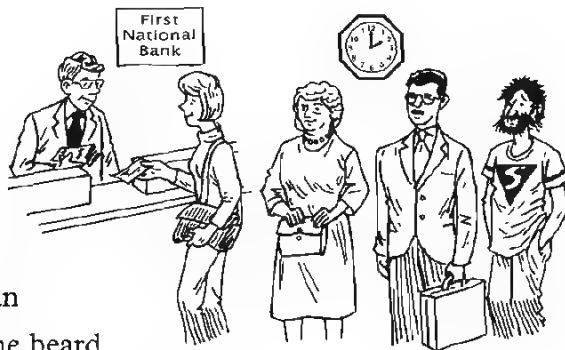
<i>cash a check</i>	<i>a bank teller</i>	<i>a man (singular)</i>
<i>stand in line</i>	<i>a counter</i>	<i>men (plural)*</i>
	<i>a line</i>	<i>people (plural)*</i>
		<i>a woman (singular)</i>
		<i>women (plural)*</i>

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. Is Mary at a store? Where is she?
3. What do you see in the picture?
4. Who is standing behind Mary, a man or a woman?
5. Who is standing at the end of the line, a man or a woman?
6. How many men are there in the picture?
7. How many women are there in the picture?
8. How many people are there in the picture?
9. How many people are standing in line?

**PART II.** Complete the sentences.

10. Mary is \_\_\_\_\_ a bank.
11. Four people \_\_\_\_\_ standing in line.
12. Mary is standing \_\_\_\_\_ the counter.
13. The bank teller is standing \_\_\_\_\_ the counter.
14. A woman \_\_\_\_\_ standing \_\_\_\_\_ Mary.
15. Mary \_\_\_\_\_ standing \_\_\_\_\_  
the end \_\_\_\_\_ the line.
16. A man \_\_\_\_\_ standing \_\_\_\_\_  
the end \_\_\_\_\_ the line.
17. A businessman \_\_\_\_\_  
standing \_\_\_\_\_ the woman  
in the dress and the young man with the beard.



\*See Chart 6-5, p. 173, for information about nouns with irregular plural forms

## 5-9 NEED AND WANT + A NOUN OR AN INFINITIVE

	VERB	+	NOUN
(a) We	<b>need</b>		<b>food.</b>
(b) I	<b>want</b>		<b>a sandwich.</b>
	VERB	+	INFINITIVE
(c) We	<b>need</b>		<b>to eat.</b>
(d) I	<b>want</b>		<b>to eat a sandwich.</b>

**Need** is stronger than **want**. **Need** gives the idea that something is very important.

**Need** and **want** are followed by a noun or by an infinitive.

An infinitive = **to** + the simple form of a verb.\*

\*The simple form of a verb = a verb without -s, -ed, or -ing. Examples of the simple form of a verb: *come, help, answer, write*.  
Examples of infinitives: *to come, to help, to answer, to write*.

### □ EXERCISE 28. Sentence practice.

*Directions:* Add **to** where necessary.

- I want some water. (*no change*)  
to
- I want <sub>^</sub> drink some water.
- Linda wants go to the bookstore.
- Linda wants a new dictionary.
- I need make a telephone call.
- I need a telephone.
- Do you want go to the movie with us?
- Do you need a new notebook?

### □ EXERCISE 29. Let's talk: class activity.

*Directions:* Your teacher will ask you questions using **need** and **want**. Think about your day tomorrow. Close your book for this activity.

*Example:*

- TEACHER: What do you need to do tomorrow morning?  
STUDENT A: I need to go to school at 8:00.  
TEACHER: (*to Student B*) What do you need to do?  
STUDENT B: I need to eat breakfast.  
TEACHER: (*to Student C*) What does (*Student B*) need to do?  
STUDENT C: He/She needs to eat breakfast.

What do you . . .

1. need to do tomorrow morning?
2. want to do tomorrow morning?
3. need to do in the afternoon tomorrow?
4. want to do in the afternoon?
5. want to do in the evening?
6. need to do tomorrow evening?

**□ EXERCISE 30. Sentence practice.**

*Directions:* Use the words in the list or your own words to complete the sentences. Use an infinitive (**to** + verb) in each sentence. Some words can be used more than once.

<i>buy</i>	<i>go</i>	<i>pay</i>	<i>walk</i>
<i>call</i>	<i>listen to</i>	<i>play</i>	<i>wash</i>
<i>cash</i>	<i>marry</i>	<i>take</i>	<i>watch</i>
<i>do</i>			

1. Anna is sleepy. She wants to go to bed.
2. I want \_\_\_\_\_ downtown today because I need \_\_\_\_\_ a new coat.
3. Mike wants \_\_\_\_\_ TV. There's a good program on Channel 5.
4. Do you want \_\_\_\_\_ soccer with us at the park this afternoon?
5. I need \_\_\_\_\_ Jennifer on the phone.
6. I want \_\_\_\_\_ to the bank because I need \_\_\_\_\_ a check.
7. James doesn't want \_\_\_\_\_ his homework tonight.
8. My clothes are dirty. I need \_\_\_\_\_ them.
9. John loves Mary. He wants \_\_\_\_\_ her.
10. Helen needs \_\_\_\_\_ an English course.
11. Where do you want \_\_\_\_\_ for lunch?
12. Do you want \_\_\_\_\_ some music on the radio?

13. It's a nice day. I don't want \_\_\_\_\_  
the bus home today. I want \_\_\_\_\_  
home instead.

14. David's desk is full of overdue bills. He needs  
\_\_\_\_\_ his bills.



### □ EXERCISE 31. Listening.



*Directions:* Listen to the conversations and complete the sentences.

*Example:*

You will hear: Do you want to go downtown this afternoon?

You will write: Do you want to go downtown this afternoon?

You will hear: Yes, I do. I need to buy a winter coat.

You will write: Yes, I do. I need to buy a winter coat.

1. A: Where \_\_\_\_\_ for dinner tonight?  
B: Rossini's Restaurant.
2. A: What time \_\_\_\_\_ to the airport?  
B: Around five. My plane leaves at seven.
3. A: Jean \_\_\_\_\_ to the baseball game.  
B: Why not?  
A: Because \_\_\_\_\_ for a test.
4. A: I'm getting tired. \_\_\_\_\_ a break for a few minutes.  
B: Okay. Let's take a break. We can finish the work later.
5. A: \_\_\_\_\_ to class on Friday.  
B: Why not?  
A: It's a holiday.
6. A: Peter \_\_\_\_\_ to his apartment.  
B: Why?  
A: Because \_\_\_\_\_ his clothes before he goes to the party.



7. A: Where \_\_\_\_\_ for your vacation?

B: \_\_\_\_\_ Niagara Falls, Quebec, and  
Montreal.

8. A: May I see your dictionary? \_\_\_\_\_ a word.

B: Of course. Here it is.

A: Thanks.

9. A: \_\_\_\_\_ with us to the park?

B: Sure. Thanks. \_\_\_\_\_ some exercise.

## 5-10 WOULD LIKE

- (a) I'm thirsty. I **want** a glass of water.  
(b) I'm thirsty. I **would like** a glass of water.

(a) and (b) have the same meaning, but **would like** is usually more polite than **want**. *I would like* is a nice way of saying *I want*.

- (c) *I would like*  
*You would like*  
*She would like*  
*He would like*  
*We would like*  
*They would like* } a glass of water.

Notice in (c):  
There is no final **-s** on **would**.  
There is no final **-s** on **like**.

- (d) CONTRACTIONS  
*I'd* = *I would*  
*you'd* = *you would*  
*she'd* = *she would*  
*he'd* = *he would*  
*we'd* = *we would*  
*they'd* = *they would*

**Would** is often contracted with pronouns in both speaking and writing.  
In speaking, **would** is usually contracted with nouns too.  
WRITTEN: Tom would like to come.  
SPOKEN: "Tom'd like to come."

- WOULD LIKE** + INFINITIVE  
(e) I **would like** **to eat** a sandwich.

Notice in (e): **would like** can be followed by an infinitive.

- WOULD** + SUBJECT + **LIKE**  
(f) **Would** you **like** some tea?

In a question, **would** comes before the subject.

- (g) Yes, I **would**. (I would like some tea.)

**Would** is used alone in short answers to questions with **would like**. It is not contracted in short answers.

□ **EXERCISE 32. Sentence practice and listening activity.**

*Directions:* Make sentences.

**PART I.** Change the sentences by using **would like**.

1. **Tony wants** a cup of coffee.

→ Tony would like OR Tony'd like a cup of coffee.

2. **He wants** some sugar in his coffee.

→ He would like OR He'd like some sugar in his coffee.

3. **Ahmed and Anita want** some coffee too.

→ \_\_\_\_\_ some coffee too.

4. **They want** some sugar in their coffee too.

→ \_\_\_\_\_ some sugar in their coffee too.

5. A: **Do you want** a cup of coffee?

B: Yes, **I do**. Thank you.

→ A: \_\_\_\_\_ a cup of coffee?

B: Yes, \_\_\_\_\_. Thank you.

6. **I want to thank** you for your kindness and hospitality.

→ \_\_\_\_\_ you for your kindness and hospitality.

7. **My friends want to thank** you too.

→ \_\_\_\_\_ you too.

8. A: **Does Robert want to ride** with us?

B: Yes, **he does**.

→ A: \_\_\_\_\_ with us?

B: Yes, \_\_\_\_\_.



**PART II.** Listen to the sentences for contractions with **would**. Practice repeating them.

### □ EXERCISE 33. Let's talk: class activity.

*Directions:* Your teacher will ask you questions. Close your book for this activity.

1. Who's hungry right now? ( . . . ), are you hungry? What would you like?
2. Who's thirsty? ( . . . ), are you thirsty? What would you like?
3. Who's sleepy? What would you like to do?
4. What would you like to do this weekend?
5. What would you like to do after class today?
6. What would you like to have for dinner tonight?
7. What countries would you like to visit?
8. What cities would you like to visit in (*the United States, Canada, etc.*)?
9. What languages would you like to learn?
10. You listened to your classmates. What would they like to do? Do you remember what they said?
11. Pretend that you are a host at a party at your home and your classmates are your guests. Ask them what they would like to eat or drink.
12. Think of something fun to do tonight or this weekend. Using *would you like*, invite a classmate to join you.

### 5-11 WOULD LIKE vs. LIKE

(a) I **would like to go** to the zoo.

(b) I **like to go** to the zoo.

In (a): *I would like to go to the zoo* means *I want to go to the zoo*.

In (b): *I like to go to the zoo* means *I enjoy the zoo*.

**Would like** indicates that I want to do something now or in the future.

**Like** indicates that I always, usually, or often enjoy something.

### □ EXERCISE 34. Listening.



*Directions:* Listen to the sentences and circle the verbs you hear. Some sentences have contractions.

*Example:* I \_\_\_\_\_ some tea.      like      ('d like)

- |          |         |          |         |
|----------|---------|----------|---------|
| 1. like  | 'd like | 6. likes | 'd like |
| 2. like  | 'd like | 7. like  | 'd like |
| 3. like  | 'd like | 8. like  | 'd like |
| 4. likes | 'd like | 9. like  | 'd like |
| 5. like  | 'd like | 10. like | 'd like |

□ **EXERCISE 35. Let's talk: class activity.**

*Directions:* Discuss possible completions for the sentences. Use your own words.

1. I need to \_\_\_\_\_ every day.
2. I want to \_\_\_\_\_ today.
3. I like to \_\_\_\_\_ every day.
4. I would like to \_\_\_\_\_ today.
5. I don't like to \_\_\_\_\_ every day.
6. I don't want to \_\_\_\_\_ today.
7. Do you like to \_\_\_\_\_ ?
8. Would you like to \_\_\_\_\_ ?
9. I need to \_\_\_\_\_ and \_\_\_\_\_ today.
10. \_\_\_\_\_ would you like to \_\_\_\_\_ this evening?

□ **EXERCISE 36. Let's talk: pairwork.**

*Directions:* Work in pairs. Ask and answer questions. Look at your partner when you speak.

*Example:*

PARTNER A: Do you like apples?

PARTNER B: Yes, I do. OR No, I don't.

PARTNER A: Would you like an apple right now?

PARTNER B: Yes, I would. OR Yes, thank you. OR No, but thank you for asking.

PARTNER A: Your turn now.

Partner A	Partner B
<ol style="list-style-type: none"> <li>1. Do you like coffee ? Would you like a cup of coffee?</li> <li>2. Do you like to go to movies? Would you like to go to a movie with me later today?</li> <li>3. What do you like to do on weekends? What would you like to do this weekend?</li> <li>4. What do you need to do this evening? What would you like to do this evening?</li> </ol>	<ol style="list-style-type: none"> <li>1. Do you like chocolate? Would you like some chocolate right now?</li> <li>2. Do you like to go shopping? Would you like to go shopping with me later today?</li> <li>3. What do you like to do in your free time? What would you like to do in your free time tomorrow?</li> <li>4. Do you like to travel? What countries would you like to visit?</li> </ol>



# □ **EXERCISE 37. Review: Chapters 4 and 5.**

*Directions:* Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

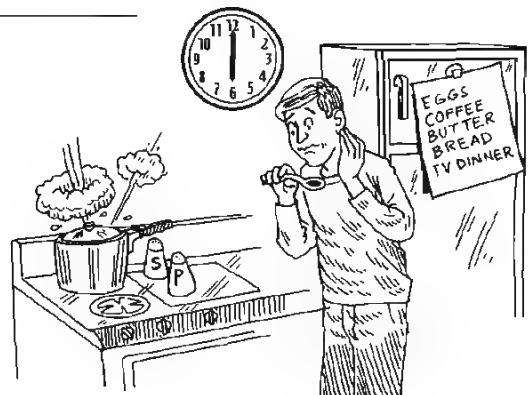
<i>cook</i>	<i>a kitchen</i>	<i>bread</i>
<i>cook dinner</i>	<i>a list/a grocery list</i>	<i>butter</i>
<i>make dinner</i>	<i>a pepper shaker</i>	<i>coffee</i>
<i>taste (food)</i>	<i>a pot</i>	<i>an egg</i>
	<i>a refrigerator</i>	<i>pepper</i>
	<i>a salt shaker</i>	<i>salt</i>
	<i>a stove</i>	

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is John doing?
2. What do you see in the picture?
3. Where is John?
4. Is John tasting his dinner?
5. Is John a good cook?
6. Where is the refrigerator?
7. What is on the refrigerator?
8. Is the food on the stove hot or cold?
9. Is the food in the refrigerator hot or cold?

**PART II.** Complete the sentences.

10. John is making dinner. He's \_\_\_\_\_ the kitchen.
11. There is a pot \_\_\_\_\_ the stove.
12. The stove is \_\_\_\_\_ the refrigerator.
13. There is a grocery list \_\_\_\_\_ the refrigerator door.
14. John needs \_\_\_\_\_ to the grocery store.
15. A salt shaker and a pepper shaker are \_\_\_\_\_ the stove.
16. There is hot food \_\_\_\_\_ top \_\_\_\_\_  
the stove.
17. There is cold food \_\_\_\_\_ the  
refrigerator.



□ **EXERCISE 38. Review: Chapters 4 and 5.**

*Directions:* Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

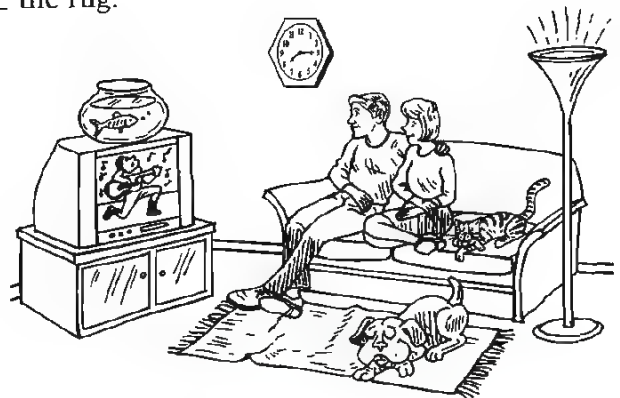
<i>sing</i>	<i>a cat</i>	<i>a living room</i>
<i>sit on a sofa</i>	<i>a dog</i>	<i>a rug</i>
<i>sleep</i>	<i>a fish</i>	<i>a singer</i>
<i>swim</i>	<i>a fishbowl</i>	<i>a sofa</i>
<i>watch TV/television</i>	<i>a floor</i>	<i>a TV set/a television set</i>
	<i>a lamp</i>	

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What are John and Mary doing?
2. What do you see in the picture?
3. Are John and Mary in the kitchen?  
Where are they?
4. Where is the lamp?
5. Where is the rug?
6. Where is the dog?
7. Where is the cat?
8. Is the cat walking? What is the cat doing?
9. What is the dog doing?
10. What is on top of the TV set?
11. Is the fish watching TV?
12. What is on the TV screen?  
What are John and Mary watching?

**PART II.** Complete the sentences.

13. John and Mary \_\_\_\_\_ watching TV. They like \_\_\_\_\_ watch TV.
14. They \_\_\_\_\_ sitting \_\_\_\_\_ a sofa.
15. They \_\_\_\_\_ sleeping.
16. There is a rug \_\_\_\_\_ the floor.
17. A dog \_\_\_\_\_ sleeping \_\_\_\_\_ the rug.
18. A cat \_\_\_\_\_ sleeping \_\_\_\_\_  
the sofa.



# □ **EXERCISE 39. Review: Chapters 4 and 5.**

*Directions:* Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

<i>draw a picture</i>	<i>an arrow</i>	<i>a piece of paper</i>
<i>smile</i>	<i>a calendar</i>	<i>a telephone book</i>
<i>talk on the phone</i>	<i>a heart</i>	<i>a wall</i>
<i>talk to (someone)</i>	<i>a phone/a telephone</i>	
<i>talk to each other</i>	<i>a picture</i>	
	<i>a picture of a mountain</i>	

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What are John and Mary doing?
2. What do you see in the picture?
3. Is John happy? Is Mary happy?  
Are John and Mary smiling?
4. Are they sad?
5. Who is standing? Who is sitting?
6. Is John in his bedroom?  
Where is John?
7. What is Mary drawing?
8. What is on Mary's table?
9. What is on the wall next to the refrigerator?
10. Where is the clock?
11. What time is it?
12. What is on the wall above the table?

**PART II.** Complete the sentences.

13. John and Mary \_\_\_\_\_ talking \_\_\_\_\_ the phone.
14. John \_\_\_\_\_ talking \_\_\_\_\_ Mary. Mary \_\_\_\_\_ talking \_\_\_\_\_ John.  
They \_\_\_\_\_ talking to \_\_\_\_\_ other.
15. John is \_\_\_\_\_ the kitchen. He's standing \_\_\_\_\_ the refrigerator.
16. There is a calendar \_\_\_\_\_ the wall next to the refrigerator.
17. Mary \_\_\_\_\_ sitting \_\_\_\_\_ a table. She's \_\_\_\_\_ a picture.
18. Mary likes to \_\_\_\_\_  
to John on the phone.
19. There is a telephone book  
\_\_\_\_\_ the table.
20. There is picture \_\_\_\_\_ a  
mountain \_\_\_\_\_ the table.



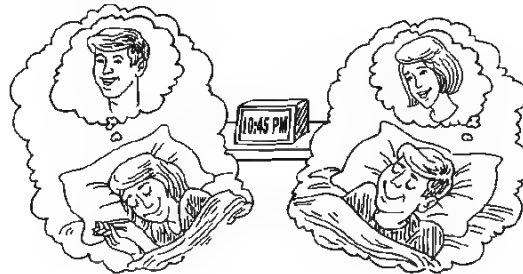
□ **EXERCISE 40. Review: Chapters 4 and 5.**

*Directions:* Talk about the picture below. Use the vocabulary in the list to help you answer the questions.

<i>sleep</i>	<i>a bed</i>
<i>dream</i>	<i>a dream</i>
<i>dream about (someone/something)</i>	<i>a head</i>
	<i>a pillow</i>

**PART I.** Work in pairs or as a class. Answer the questions. (Alternate questions if working in pairs.)

1. What is Mary doing?
2. What is John doing?
3. What are Mary and John doing?
4. What do you see in the picture?
5. Is Mary in her bedroom?
6. Is John in class? Where is he?
7. Is John standing or lying down?
8. Is Mary dreaming?
9. Are Mary and John dreaming about each other?
10. Are John and Mary in love?



**PART II.** Complete the sentences.

11. John and Mary \_\_\_\_\_ sleeping. They are \_\_\_\_\_ bed.
12. John \_\_\_\_\_ dreaming \_\_\_\_\_ Mary. Mary \_\_\_\_\_ dreaming \_\_\_\_\_ John. They \_\_\_\_\_ dreaming \_\_\_\_\_ each other.
13. Mary's head is \_\_\_\_\_ a pillow.
14. John and Mary \_\_\_\_\_ in the living room.
15. They \_\_\_\_\_ asleep. They \_\_\_\_\_ awake.
16. John and Mary love each other. They are \_\_\_\_\_ love.
17. They would like \_\_\_\_\_ get married someday.

□ **EXERCISE 41. Let's talk: pairwork.**

*Directions:* Work with a partner. Bring to class one or two pictures of your country (or any interesting picture). Ask your partner to describe the picture(s).

□ **EXERCISE 42. Paragraph practice.**

*Directions:* Choose one of the pictures your classmates brought to class. Describe the picture in a paragraph.

□ **EXERCISE 43. Chapter review.**

*Directions:* Circle the correct completions.

1. Jack lives \_\_\_\_\_ China.  
    (A.) in                              B. at                              C. on
2. I need \_\_\_\_\_ a new notebook.  
    A. buy                              B. to buy                              C. buying
3. "\_\_\_\_\_ a cup of tea?"  
    "Yes, thank you."  
    A. Would you like      B. Do you like      C. Are you like
4. There \_\_\_\_\_ twenty-two desks in this room.  
    A. be                              B. is                              C. are
5. Pilots sit \_\_\_\_\_ an airplane.  
    A. in front of      B. in the front of      C. front of
6. I live \_\_\_\_\_ 6601 Fourth Avenue.  
    A. in                              B. on                              C. at
7. The students \_\_\_\_\_ do their homework.  
    A. don't want      B. aren't wanting      C. don't want to
8. \_\_\_\_\_ a TV in Jane's bedroom?  
    A. Are there      B. There                              C. Is there

□ **EXERCISE 44. Chapter review: error analysis.**

*Directions:* Correct the errors.

1. Do you want go downtown with me?
2. There's many problems in big cities today.

3. I'd like see a movie tonight.
4. We are needing to find a new apartment soon.
5. Mr. Rice woulds likes to have a cup of tea.
6. How many students there are in your class?
7. Yoko and Ivan are study grammar right now. They want learn English.
8. I am like to leave now. How about you?
9. Please put the chair in middle the room.
10. The teacher needs to checking our homework now.

☐ **EXERCISE 45. Review: Chapters 4 and 5.**

*Directions:* Complete the sentences with your own words. Use your own paper.

1. I need \_\_\_\_ because \_\_\_\_.
2. I want \_\_\_\_ because \_\_\_\_.
3. I would like \_\_\_\_.
4. Would you like \_\_\_\_?
5. Do you like \_\_\_\_?
6. There is \_\_\_\_.
7. There are \_\_\_\_.
8. I'm listening to \_\_\_\_, but I also hear \_\_\_\_.
9. I'm looking at \_\_\_\_, but I also see \_\_\_\_.
10. I'm thinking about \_\_\_\_.
11. I think that \_\_\_\_.
12. In my opinion, \_\_\_\_.
13. How many \_\_\_\_ are there \_\_\_\_?
14. Is there \_\_\_\_?
15. Are there \_\_\_\_?

□ EXERCISE 46. Review: Chapters 1 → 5.

Directions: Complete the sentences. Use the words in parentheses. Use the simple present or the present progressive. Use an infinitive where necessary.



the baby = Bobby  
the daughter = Ellen  
the son = Paul  
the mother = Mrs. Smith  
the father = Mr. Smith  
the cat = Puss  
the bird = Tweetie  
the mouse = Mickey

The Smiths are at home. It is evening. Paul (*sit*) \_\_\_\_\_ on  
the sofa. He (*read*) \_\_\_\_\_ a newspaper. Ellen (*sit*)  
\_\_\_\_\_ at the desk. She (*study*) \_\_\_\_\_.  
While she is studying, she (*listen to*) \_\_\_\_\_ music on her  
radio. Paul (*hear*) \_\_\_\_\_ the music, but he (*listen to, not*)  
\_\_\_\_\_ it right now. He (*read*)  
\_\_\_\_\_ the weather report in the newspaper.  
Ellen (*study*) \_\_\_\_\_ her chemistry text. She (*like*)  
\_\_\_\_\_ chemistry. She (*think*) \_\_\_\_\_ that chemistry is easy.  
She (*think about*) \_\_\_\_\_ chemical formulas. She  
(*understand*) \_\_\_\_\_ the formulas.  
Mrs. Smith is in the kitchen. She (*cook*) \_\_\_\_\_ dinner. She  
(*make*) \_\_\_\_\_ a sauce for the pasta. Steam (*rise*) \_\_\_\_\_

from the pot on the stove. Mrs. Smith (*like, not*) \_\_\_\_\_  
 17  
 cook, but she (*know*) \_\_\_\_\_  
 18 that her family has to eat good food. While  
 she (*make*) \_\_\_\_\_  
 19 dinner, Mrs. Smith (*think about*)  
 \_\_\_\_\_  
 20 a vacation on the beach. Sometimes Mrs.  
 Smith (*get*) \_\_\_\_\_  
 21 tired of cooking all the time, but she (*love*)  
 \_\_\_\_\_  
 22 her family very much and (*want*) \_\_\_\_\_  
 23 to (*take*)  
 \_\_\_\_\_  
 24 care of their health.

Mr. Smith (*stand*) \_\_\_\_\_  
 25 near the front door. He  
 (*take off*) \_\_\_\_\_  
 26 his coat. Under his coat, he (*wear*)  
 \_\_\_\_\_  
 27 a suit. Mr. Smith is happy to be home. He (*think about*)  
 \_\_\_\_\_  
 28 dinner. After dinner, he (*want*)  
 \_\_\_\_\_  
 29 (*watch*) \_\_\_\_\_  
 30 television. He (*need*)  
 \_\_\_\_\_  
 31 (*go*) \_\_\_\_\_  
 32 to bed early tonight because he has a busy  
 day at work tomorrow.

In the corner of the living room, a mouse (*eat*) \_\_\_\_\_  
 33 a piece  
 of cheese. The mouse (*think*) \_\_\_\_\_  
 34 that the cheese (*taste*)  
 \_\_\_\_\_  
 35 good.

Puss (*see, not*) \_\_\_\_\_  
 36 the mouse. She (*smell, not*)  
 \_\_\_\_\_  
 37 the mouse. Puss (*sleep*) \_\_\_\_\_  
 38  
 She (*dream about*) \_\_\_\_\_  
 39 a mouse.

Bobby is in the middle of the living room. He (*play*) \_\_\_\_\_  
 40  
 with a toy train. He (*see, not*) \_\_\_\_\_  
 41 the mouse because he  
 (*look at*) \_\_\_\_\_  
 42 his toy train. The bird, Tweetie, (*sing*)  
 \_\_\_\_\_  
 43 . Bobby (*listen to, not*) \_\_\_\_\_  
 44  
 the bird. He is busy with his train.





# CHAPTER 6

## Nouns and Pronouns

### □ EXERCISE 1. Let's talk: small groups.

*Directions:* Work in small groups. Name things that belong to each category. Make lists. Compare your lists with other groups' lists. All of the words you use in this exercise are called nouns.

1. Name clothing you see in this room. (*shirt*)
2. Name kinds of fruit. (*apple*)
3. Name things you drink. (*coffee*)
4. Name parts of the body. (*head*)
5. Name kinds of animals. (*horse*)
6. Name cities in the United States and Canada.\* (*New York, Montreal, etc.*)
7. Name languages.\* (*English*)
8. Name school subjects. (*history*)

### 6-1 NOUNS: SUBJECTS AND OBJECTS

<p>NOUN</p> <p>(a) <u>Birds</u>   fly.  </p> <p>subject   verb</p> <p>NOUN                      NOUN</p> <p>(b) <u>John</u>   is holding   a <u>pen</u>.</p> <p>subject        verb                      object</p>	<p>A NOUN is used as the <b>subject</b> of a sentence. A NOUN is used as the <b>object</b> of a verb.*</p> <p>In (a): <i>Birds</i> is a NOUN. It is used as the subject of the sentence.</p> <p>In (b): <i>pen</i> is a NOUN. It has the article <i>a</i> in front of it; <i>a pen</i> is used as the object of the verb <i>is holding</i>.</p>
<p>NOUN                      NOUN</p> <p>(c) <u>Birds</u>   fly   in   <u>the sky</u>.</p> <p>subject   verb   prep.   object of prep.</p> <p>NOUN                      NOUN                      NOUN</p> <p>(d) <u>John</u>   is holding   a <u>pen</u>   in   <u>his hand</u>.</p> <p>subject        verb                      object   prep.   object of prep.</p>	<p>A NOUN is also used as the <b>object of a preposition</b>.</p> <p>In (c): <i>in</i> is a <b>preposition</b> (prep.). The noun <i>sky</i> (with the article <i>the</i> in front) is the <b>OBJECT</b> of the preposition <i>in</i>.</p> <p>Some common prepositions: <i>about, across, at, between, by, for, from, in, of, on, to, with</i>.</p>

\*Some verbs are followed by an object. These verbs are called transitive verbs (v.t. in a dictionary). Some verbs are not followed by an object. These verbs are called intransitive verbs (v.i. in a dictionary)

\* The names of cities and languages begin with capital letters.

## □ EXERCISE 2. Noun practice.

*Directions:* Check (✓) the words that are nouns.

- |                   |                     |
|-------------------|---------------------|
| 1. ____ eat       | 7. ____ think       |
| 2. ____ dog       | 8. ____ mathematics |
| 3. ____ beautiful | 9. ____ flowers     |
| 4. ____ have      | 10. ____ juice      |
| 5. ____ eyes      | 11. ____ Paris      |
| 6. ____ English   | 12. ____ wonderful  |

## □ EXERCISE 3. Sentence practice.

*Directions:* Describe the grammatical structure of the sentences as shown in items 1 and 2. Then identify each noun. Is the noun used as

- the subject of the sentence?
- the object of the verb?
- the object of a preposition?

1. Marie studies chemistry.

Marie	studies	chemistry	(none)	(none)
subject	verb	object of verb	preposition	object of prep.

→ Marie = a noun, subject of the sentence  
chemistry = a noun, object of the verb "studies"

2. The children are playing in the park.

The children	are playing	(none)	in	the park
subject	verb	object of verb	preposition	object of prep.

→ children – a noun, subject of the sentence  
park – a noun, object of the preposition "in"

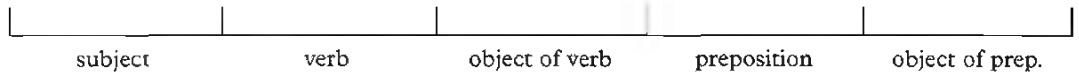
3. Children like candy.

subject	verb	object of verb	preposition	object of prep.

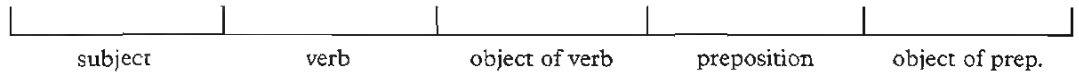
4. The teacher is erasing the board with her hand.

subject	verb	object of verb	preposition	object of prep.

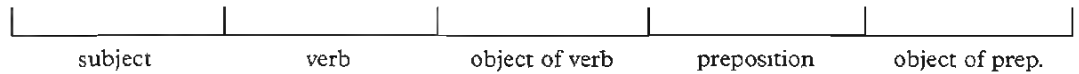
5. Mike lives in Africa.



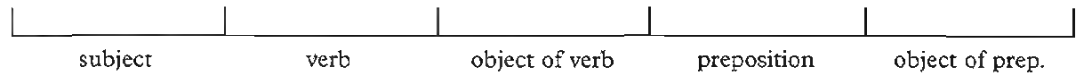
6. The sun is shining.



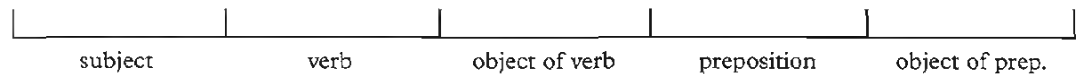
7. Robert is reading a book about butterflies.



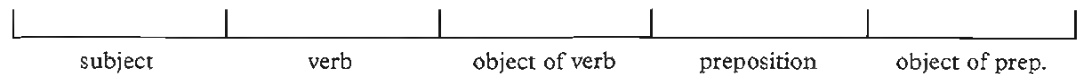
8. Tom and Ann live with their parents.



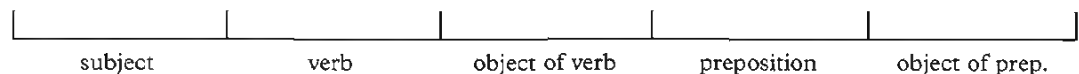
9. Monkeys eat fruit and insects.



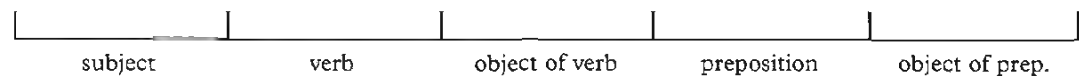
10. Mary and Bob help Sue with her homework.



11. Ships sail across the ocean.



12. Water contains hydrogen and oxygen.



## 6-2 ADJECTIVE - NOUN

- (a) I don't like **cold** weather.  
adj. + noun
- (b) Alex is a **happy** child.  
adj. + noun
- (c) The **hungry** boy has a **fresh** apple.  
adj. + noun      adj. + noun

An adjective (adj.) describes a noun. In grammar, we say that adjectives "modify" nouns. The word "modify" means "change a little." Adjectives give a little different meaning to a noun: *cold weather, hot weather, nice weather, bad weather.*

Adjectives come in front of nouns.

- (d) The *weather* is **cold**.  
noun + *be* + adj.

Reminder: An adjective can also follow **be**; the adjective describes the subject of the sentence. (See Chart 1 6, p. 12.)

### COMMON ADJECTIVES

*beautiful - ugly*  
*big - little*  
*big - small*  
*boring - interesting*  
*cheap - expensive*  
*clean - dirty*  
*cold - hot*  
*dangerous - safe*  
*dry - wet*  
*easy - hard*  
*easy - difficult*

*good - bad*  
*happy - sad*  
*large - small*  
*long - short*  
*noisy - quiet*  
*old - new*  
*old - young*  
*poor - rich*  
*sour - sweet*  
*strong - weak*

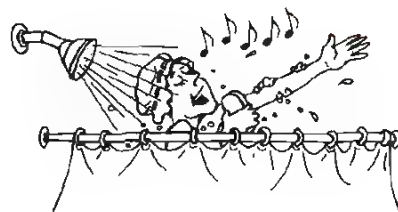
*angry*  
*bright*  
*busy*  
*delicious*  
*exciting*  
*famous*  
*favorite*  
*free*  
*fresh*  
*healthy*  
*honest*

*hungry*  
*important*  
*intelligent*  
*kind*  
*lazy*  
*nervous*  
*nice*  
*ripe*  
*serious*  
*wonderful*

### □ EXERCISE 4. Sentence practice.

Directions: Find the adjectives and nouns.

- Jim has an expensive bicycle.  
    > *Jim = a noun; expensive = an adjective; bicycle = a noun*
- My sister has a beautiful house.
- We often eat at an Italian restaurant.
- Maria sings her favorite songs in the shower.
- Olga likes American hamburgers.
- You like sour apples, but I like sweet fruit.
- Political leaders make important decisions.
- Heavy traffic creates noisy streets.



9. Poverty causes serious problems in the world.
10. Young people have interesting ideas about modern music.

#### □ EXERCISE 5. Let's talk: small groups.

*Directions:* Work in small groups. Take turns adding adjectives to the sentences. Use any adjectives that make sense. Think of at least three possible adjectives to complete each sentence.

1. I don't like cold / hot / wet / rainy / bad / etc. weather.
2. Do you like \_\_\_\_\_ food?
3. I admire \_\_\_\_\_ people.
4. \_\_\_\_\_ people make me angry.
5. Pollution is a/an \_\_\_\_\_ problem in the modern world.
6. I had a/an \_\_\_\_\_ experience yesterday.
7. I don't like \_\_\_\_\_ cities.
8. I had a/an \_\_\_\_\_ dinner last night.

#### □ EXERCISE 6. Sentence practice.

*Directions:* Find each noun. Is the noun used as

- the subject of the sentence?
- the object of the verb?
- the object of a preposition?

1. Bob and his wife like coffee with their breakfast.

→ *Bob* = a noun, subject of the sentence

*wife* = a noun, subject of the sentence

*coffee* = a noun, object of the verb "like"

*breakfast* = a noun, object of the preposition "with"

2. Jack doesn't have a radio in his car.
3. Monkeys and apes have thumbs.
4. Does Janet work in a large office?
5. Scientists don't agree on the origin of the earth.



a chimpanzee

6. Egypt has hot summers and mild winters.
7. Many Vietnamese farmers live in small villages near their fields.
8. Large cities face many serious problems.
9. These problems include poverty, pollution, and crime.
10. An hour consists of 60 minutes. Does a day consist of 1440 minutes?

### □ EXERCISE 7. Let's talk: small groups.

*Directions:* Work in groups. When you are done, you will have a list of adjectives for different countries.

**PART I.** Complete each sentence with the name of a country and the appropriate adjective.

1. Food from China is Chinese food.
2. Food from Mexico is \_\_\_\_\_ food.
3. Food from \_\_\_\_\_ is \_\_\_\_\_ food.
4. Food from \_\_\_\_\_ is \_\_\_\_\_ food.
5. Food from \_\_\_\_\_ is \_\_\_\_\_ food.
6. Food from \_\_\_\_\_ is \_\_\_\_\_ food.
7. Food from \_\_\_\_\_ is \_\_\_\_\_ food.
8. Food from \_\_\_\_\_ is \_\_\_\_\_ food.

**PART II.** What is the favorite ethnic food in your group? Give an example of this kind of food.

*Example:* Favorite ethnic food?

GROUP A: Italian

*Example:* An example of Italian food?

GROUP A: spaghetti

Favorite ethnic food in our group: \_\_\_\_\_

An example of this kind of food: \_\_\_\_\_

**PART III.** Find out the most popular ethnic food in other groups too.

**PART IV** Working as a class, make a list of adjectives of nationality.

## 6-1 SUBJECT PRONOUNS AND OBJECT PRONOUNS

SUBJECT PRONOUNS	OBJECT PRONOUNS	SUBJECT — OBJECT
(a) <b>I</b> speak English.	(b) Bob knows <b>me</b> .	<b>I</b> — <b>me</b>
(c) <b>You</b> speak English.	(d) Bob knows <b>you</b> .	<b>you</b> — <b>you</b>
(e) <b>She</b> speaks English.	(f) Bob knows <b>her</b> .	<b>she</b> — <b>her</b>
(g) <b>He</b> speaks English.	(h) Bob knows <b>him</b> .	<b>he</b> — <b>him</b>
(i) <b>It</b> starts at 8:00.	(j) Bob knows <b>it</b> .	<b>it</b> — <b>it</b>
(k) <b>We</b> speak English.	(l) Bob talks to <b>us</b> .	<b>we</b> — <b>us</b>
(m) <b>You</b> speak English.	(n) Bob talks to <b>you</b> .	<b>you</b> — <b>you</b>
(o) <b>They</b> speak English.	(p) Bob talks to <b>them</b> .	<b>they</b> — <b>them</b>

<p>(q) I know <b>Tony</b>. <b>He</b> is a friendly person.</p> <p>(r) I like <b>Tony</b>. I know <b>him</b> well.</p> <p>(s) I have <b>a red book</b>. <b>It</b> is on my desk.</p>	<p>A pronoun has the same meaning as a noun. In (q): <b>he</b> has the same meaning as <b>Tony</b>. In (r): <b>him</b> has the same meaning as <b>Tony</b>. In grammar, we say that a pronoun “refers to” a noun. The pronouns <b>he</b> and <b>him</b> refer to the noun <b>Tony</b>.</p> <p>Sometimes a pronoun refers to a “noun phrase.” In (s): <b>it</b> refers to the whole phrase <b>a red book</b>.</p>
---	--

### □ EXERCISE 8. Sentence practice.

Directions: Complete the sentences. Use pronouns (**I, me, he, him, etc.**).

- John loves Mary. He loves her very much.
- Mary loves John. \_\_\_\_\_ loves \_\_\_\_\_ very much.
- Mary and John love their daughter, Anna. \_\_\_\_\_ love \_\_\_\_\_ very much.
- Mary and John love their son, Tom. \_\_\_\_\_ love \_\_\_\_\_ very much.
- Tom loves his little sister, Anna. \_\_\_\_\_ loves \_\_\_\_\_ very much.
- Mary loves her children. \_\_\_\_\_ loves \_\_\_\_\_ very much.
- John loves his children. \_\_\_\_\_ loves \_\_\_\_\_ very much.
- Mary and John love Tom and Anna. \_\_\_\_\_ love \_\_\_\_\_ very much.

## □ EXERCISE 9. Sentence practice.

*Directions:* Complete the sentences. Use pronouns (*I, me, he, him, etc.*).

1. Rita has a book. She bought it last week.
2. I know the new students, but Tony doesn't know \_\_\_\_\_ yet.
3. I wrote a letter, but I can't send \_\_\_\_\_ because I don't have a stamp.
4. Tom is in Canada. \_\_\_\_\_ is studying at a university.
5. Bill lives in my dorm. I eat breakfast with \_\_\_\_\_ every morning.
6. Ann is my neighbor. I talk to \_\_\_\_\_ every day. \_\_\_\_\_ and \_\_\_\_\_ have interesting conversations.
7. I have two pictures on my bedroom wall. I like \_\_\_\_\_. \_\_\_\_\_ are beautiful.
8. Ann and I have a dinner invitation. Mr. and Mrs. Brown want \_\_\_\_\_ to come to dinner at their house.
9. Judy has a new car. \_\_\_\_\_ is a Toyota.
10. My husband and I have a new car. \_\_\_\_\_ got \_\_\_\_\_ last month.

## □ EXERCISE 10. Let's talk: find someone who . . . .

*Directions:* Interview your classmates. Find someone who can answer yes to a question. Then ask the follow-up question using the appropriate object pronoun.

*Example:*

SPEAKER A: Do you send e-mails?

SPEAKER B: No, I don't.

SPEAKER A: (*Ask another student.*) Do you send e-mails?

SPEAKER C: Yes, I do.

SPEAKER A: When do you send **them**?

SPEAKER C: I send **them** in the evenings.

- |   |  |
|---|--|
| 1. Do you do your homework?<br>When do you . . . ?                            | 5. Do you watch TV?<br>When do you . . . ?       |
| 2. Do you visit friends?<br>When do you . . . ?                               | 6. Do you buy groceries?<br>When do you . . . ?  |
| 3. Do you read newspapers or magazines?<br>When do you . . . ?                | 7. Do you wear boots?<br>When do you . . . ?     |
| 4. Do you talk to ( <i>name of female classmate</i> )?<br>When do you . . . ? | 8. Do you use a computer?<br>When do you . . . ? |



### □ EXERCISE 11. Sentence practice.

*Directions:* Complete the sentences. Use pronouns.

1. A: Do you know Kate and Jim?

B: Yes, I do. I live near them.

2. A: Is the chemical formula for water H<sub>3</sub>O?

B: No,            isn't.            is H<sub>2</sub>O.

3. A: Would Judy and you like to come to the movie with us?

B: Yes,            would. Judy and            would enjoy going to the movie with           .

4. A: Do Mr. and Mrs. Kelly live in the city?

B: No,            don't.            live in the suburbs. I visited            last month.

5. A: Do you know how to spell "Mississippi"?

B: Sure! I can spell           .            is easy to spell.

6. A: Is Paul Cook in your class?

B: Yes,            is. I sit next to           .

### □ EXERCISE 12. Listening practice.



*Directions:* Listen to the sentences. Note that the "h" in **her** and **him** is often dropped in spoken English. The "th" in **them** can also be dropped. Discuss the pronunciation changes.

1. Sara knows Joe. She knows him very well.

2. Where does Shelley live? Do you have her address?

3. There's Sam. Let's go talk to him.

4. There's Bill and Julie. Let's go talk to them.

5. The teacher is speaking with Lisa because she doesn't have her homework.

6. I need to see our airline tickets. Do you have them?

### □ EXERCISE 13. Listening.



*Directions:* Listen to each conversation and complete the sentences.

*Example:*

You will hear: How is Mr. Adams doing?

You will write: How is Mr. Adams doing?

You will hear: Great! I see him every week at the office.

You will write: Great! I see him every week at the office.

1. A: Yoko and \_\_\_\_\_ downtown this afternoon. Do you want to come \_\_\_\_\_?
- B: I don't think so, but thanks anyway. Chris and \_\_\_\_\_ to the library. \_\_\_\_\_ study for our test.
2. A: Hi, Ann. How do you like your new apartment?
- B: \_\_\_\_\_ very nice.
- A: Do you have a roommate?
- B: Yes. Maria Hall is my roommate. Do you \_\_\_\_\_?
- \_\_\_\_\_ Miami.
- A: No, I don't \_\_\_\_\_. Do you get along \_\_\_\_\_?
- B: Yes, \_\_\_\_\_ living together. You must \_\_\_\_\_
- \_\_\_\_\_ sometime. Maybe \_\_\_\_\_ can come over for dinner soon.
- A: Thanks. \_\_\_\_\_ that.
3. A: Do George and Mike come over to your house often?
- B: Yes, \_\_\_\_\_. I invite \_\_\_\_\_ to my house often. We like to play cards.
- A: Who usually wins your card games?
- B: Mike. \_\_\_\_\_ a really good card player. We can't beat \_\_\_\_\_.



## 6-4 NOUNS: SINGULAR AND PLURAL

SINGULAR	PLURAL	
(a) <i>one pen</i> <i>one apple</i> <i>one cup</i> <i>one elephant</i>	<i>two pens</i> <i>three apples</i> <i>four cups</i> <i>five elephants</i>	To make the plural form of most nouns, add <b>-s</b> .
(b) <i>baby</i> <i>city</i>	<i>babies</i> <i>cities</i>	End of noun: <i>consonant + -y</i> Plural form: change <b>y</b> to <b>i</b> , add <b>-es</b> .
(c) <i>boy</i> <i>key</i>	<i>boys</i> <i>keys</i>	End of noun: <i>vowel + -y</i> Plural form: add <b>-s</b> .
(d) <i>wife</i> <i>thief</i>	<i>wives</i> <i>thieves</i>	End of noun: <b>-fe</b> or <b>-f</b> Plural form: change <b>f</b> to <b>v</b> , add <b>-es</b> .
(e) <i>dish</i> <i>match</i> <i>class</i> <i>box</i>	<i>dishes</i> <i>matches</i> <i>classes</i> <i>boxes</i>	End of noun: <b>-sh</b> , <b>-ch</b> , <b>-ss</b> , <b>-x</b> Plural form: add <b>-es</b> . Pronunciation: /əz/
(f) <i>tomato</i> <i>potato</i> <i>zoo</i> <i>radio</i>	<i>tomatoes</i> <i>potatoes</i> <i>zoos</i> <i>radios</i>	End of noun: <i>consonant + -o</i> Plural form: add <b>-es</b> . End of noun: <i>vowel + -o</i> Plural form: add <b>-s</b> .

### □ EXERCISE 14. Sentence practice.

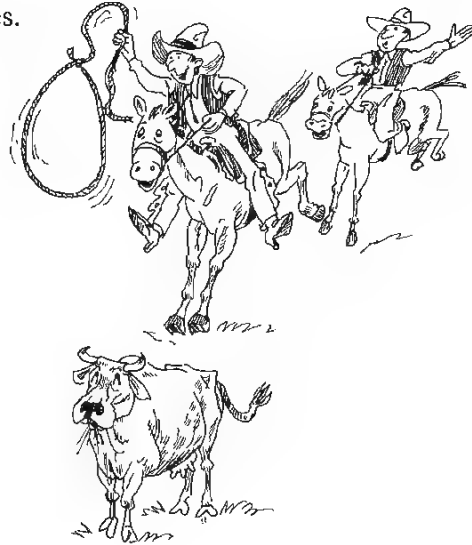
*Directions:* Complete the sentences. Use the plural form of the words in the lists. Use each word only once.

#### LIST A.

<i>baby</i>	<i>cowboy</i>	<i>lady</i>
✓ <i>boy</i>	<i>dictionary</i>	<i>party</i>
<i>city</i>	<i>key</i>	<i>tray</i>
<i>country</i>		

- Mr. and Mrs. Parker have one daughter and two sons. They have one girl and two boys.
- The students in my class come from many \_\_\_\_\_.
- Women give birth to \_\_\_\_\_.

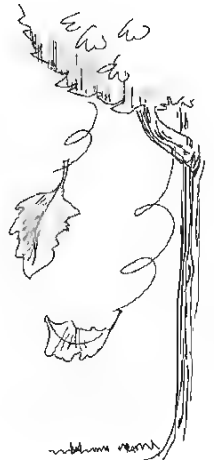
4. My money and my \_\_\_\_\_ are in my pocket.
5. I know the names of many \_\_\_\_\_ in the United States and Canada.
6. I like to go to \_\_\_\_\_ because I like to meet and talk to people.
7. People carry their food on \_\_\_\_\_ in a cafeteria.
8. We always use our \_\_\_\_\_ when we write compositions.
9. Good evening, \_\_\_\_\_ and gentlemen.
10. \_\_\_\_\_ ride horses.



**LIST B.**

<i>knife</i>	<i>life</i>	<i>wife</i>
<i>leaf</i>	<i>thief</i>	

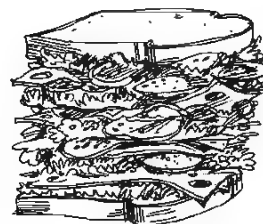
11. It is fall. The \_\_\_\_\_ are falling from the trees.
12. Sue and Ann are married. They have husbands.  
They are \_\_\_\_\_.
13. We all have some problems in our \_\_\_\_\_.
14. Police officers catch \_\_\_\_\_.
15. Please put the \_\_\_\_\_, forks, and spoons  
on the table.



LIST C.

<i>bush</i>	<i>glass</i>	<i>sandwich</i>	<i>tomato</i>
<i>class</i>	<i>match</i>	<i>sex</i>	<i>zoo</i>
<i>dish</i>	<i>potato</i>	<i>tax</i>	

16. Bob drinks eight \_\_\_\_\_ of water every day.
17. There are two \_\_\_\_\_: male and female.
18. Please put the \_\_\_\_\_ and the silverware on the table.
19. All citizens pay money to the government every year. They pay their \_\_\_\_\_.
20. I can see trees and \_\_\_\_\_ outside the window.
21. I want to light the candles. I need some \_\_\_\_\_.
22. When I make a salad, I use lettuce and \_\_\_\_\_.
23. Sometimes Sue has a hamburger and French-fried \_\_\_\_\_ for dinner.
24. We often eat \_\_\_\_\_ for lunch.
25. Mehmet is a student. He likes his \_\_\_\_\_.
26. Some animals live all of their lives in \_\_\_\_\_.



☐ **EXERCISE 15. Pronunciation practice.**



**Directions:** Listen to the pronunciation of final **-s/-es**. Practice saying the words.

**GROUP A.** Final **-s** is pronounced /z/ after voiced sounds.\*

- |             |            |
|-------------|------------|
| 1. taxicabs | 7. years   |
| 2. beds     | 8. lives   |
| 3. dogs     | 9. trees   |
| 4. balls    | 10. cities |
| 5. rooms    | 11. boys   |
| 6. coins    | 12. days   |

\* For more information on voiced sounds, see Chart 3-8, p. 66.

**GROUP B.** Final **-s** is pronounced /s/ after voiceless sounds.\*

- |           |              |
|-----------|--------------|
| 13. books | 16. groups   |
| 14. desks | 17. cats     |
| 15. cups  | 18. students |

**GROUP C.** Final **-s/-es** is pronounced /əz/.

- |                          |                |
|--------------------------|----------------|
| • after “s” sounds:      | 19. classes    |
|                          | 20. glasses    |
|                          | 21. horses     |
|                          | 22. places     |
|                          | 23. sentences  |
| • after “z” sounds:      | 24. sizes      |
|                          | 25. exercises  |
|                          | 26. noises     |
| • after “sh” sounds:     | 27. dishes     |
|                          | 28. bushes     |
| • after “ch” sounds:     | 29. matches    |
|                          | 30. sandwiches |
| • after “ge/dge” sounds: | 31. pages      |
|                          | 32. oranges    |
|                          | 33. bridges    |

## □ EXERCISE 16. Listening.



*Directions:* Listen to each word. Circle the noun you hear.

- |            |          |
|------------|----------|
| 1. toy     | toys     |
| 2. table   | tables   |
| 3. face    | faces    |
| 4. hat     | hats     |
| 5. office  | offices  |
| 6. box     | boxes    |
| 7. package | packages |
| 8. chair   | chairs   |
| 9. edge    | edges    |
| 10. top    | tops     |

---

\* For more information on voiceless sounds, see Chart 3-8, p. 66.

## □ EXERCISE 17. Listening.



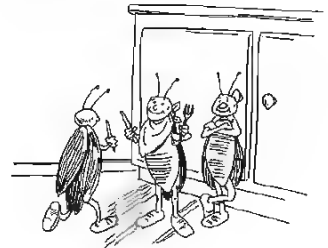
*Directions:* Listen to each sentence. Circle the noun you hear.

- |             |              |             |           |
|-------------|--------------|-------------|-----------|
| 1. desk     | <u>desks</u> | 6. exercise | exercises |
| 2. place    | places       | 7. piece    | pieces    |
| 3. sandwich | sandwiches   | 8. rose     | roses     |
| 4. sentence | sentences    | 9. bush     | bushes    |
| 5. apple    | apples       | 10. college | colleges  |

## □ EXERCISE 18. Pronunciation practice.


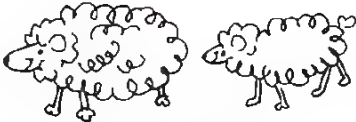
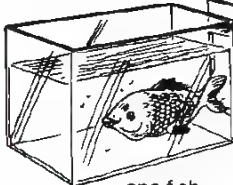
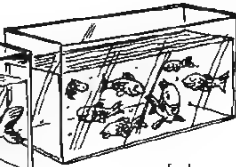
*Directions:* Find the plural noun(s) in each sentence. Pronounce the noun(s). Then read the sentences aloud.

1. The students are carrying books and backpacks.
2. Department stores sell many sizes of clothes.
3. The weather is terrible. It's raining cats and dogs.\*
4. The teachers have their offices in this building.
5. Engineers build bridges.
6. At the zoo you can see tigers, monkeys, birds, elephants, bears, and snakes.
7. People have two ears, two eyes, two arms, two hands, two legs, and two feet.
8. Square tables and rectangular tables have four edges.
9. My dictionary has 350 pages.
10. I like apples, bananas, strawberries, and peaches.
11. My apartment has cockroaches in the kitchen.



\* The idiom "raining cats and dogs" means "raining very hard."

## 6-5 NOUNS: IRREGULAR PLURAL FORMS

SINGULAR	PLURAL	EXAMPLES
(a) <i>child</i> (b) <i>foot</i> (c) <i>man</i> (d) <i>mouse</i> (e) <i>tooth</i> (f) <i>woman</i>	<b><i>children</i></b> <b><i>feet</i></b> <b><i>men</i></b> <b><i>mice</i></b> <b><i>teeth</i></b> <b><i>women</i></b>	Mr. Smith has one <i>child</i> . Mr. Cook has two <b><i>children</i></b> . I have a right <i>foot</i> and a left <i>foot</i> . I have two <b><i>feet</i></b> . I see a <i>man</i> on the street. I see two <b><i>men</i></b> on the street. My cat sees a <i>mouse</i> . Cats like to catch <b><i>mice</i></b> . My <i>tooth</i> hurts. My <b><i>teeth</i></b> are white. There's one <i>woman</i> in our class. There are ten <b><i>women</i></b> in your class.
(g) <i>sheep</i>	<b><i>sheep</i></b>	Annie drew a picture of one <i>sheep</i> . Tommy drew a picture of two <b><i>sheep</i></b> .   one sheep  two sheep
(h) <i>fish</i>	<b><i>fish</i></b>	Bob has an aquarium. He has one <i>fish</i> . Sue has an aquarium. She has seven <b><i>fish</i></b> .   one fish  seven fish
(h) <i>(none)*</i>	<b><i>people</i></b>	There are fifteen <b><i>people</i></b> in this room. (Notice: <i>People</i> does not have a final -s.)

\**People* is always plural. It has no singular form.

### □ EXERCISE 19. Game.

*Directions:* Work in groups or individually. The object of the game on p. 174 is to fill in each list with nouns. If possible, write one noun that begins with each letter of the alphabet. The nouns must belong to the category of the list. When you finish your lists, count the number of nouns you have. That is your score. Who has the highest score?



	List 1 Things in nature	List 2 Things you eat and drink	List 3 Animals and insects	List 4 Things for sale at (name of a local store)
A	<i>air</i>			
B	<i>bushes</i>			
C				
D				
E	<i>earth</i>			
F	<i>fish</i>			
G	<i>grass</i>			
H				
I	<i>ice</i>			
J				
K				
L	<i>leaves</i>			
M				
N				
O	<i>ocean</i>			
P	<i>plants</i>			
Q				
R	<i>rain</i>			
S	<i>stars</i>			
T	<i>trees</i>			
U				
V				
W	<i>water</i>			
X				
Y				
Z				
Score: <u>13</u>		Score: _____	Score: _____	Score: _____

## □ EXERCISE 20. Let's talk: class activity.

*Directions:* Your teacher will say a noun. You say the plural form with **two**. Close your books for this activity.

*Example:*

TEACHER: one child

STUDENTS: two children

- |                |                  |
|----------------|------------------|
| 1. one child   | 13. one sentence |
| 2. one woman   | 14. one man      |
| 3. one tooth   | 15. one orange   |
| 4. one foot    | 16. one foot     |
| 5. one man     | 17. one knife    |
| 6. one mouse   | 18. one sex      |
| 7. one fish    | 19. one girl     |
| 8. one page    | 20. one exercise |
| 9. one place   | 21. one tooth    |
| 10. one banana | 22. one woman    |
| 11. one child  | 23. one boy and  |
| 12. one desk   | one woman        |

## □ EXERCISE 21. Review.

*Directions:* Fill in the grammatical structure of the sentences. Item 1 has been completed for you.

1. Mr. Cook is living in a hotel.

Mr. Cook	is living	(none)	in	a hotel
subject	verb	object	preposition	object of prep.

2. Anita carries her books in her backpack.

subject	verb	object	preposition	object of prep.

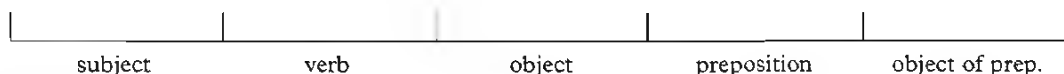
3. Snow falls.

subject	verb	object	preposition	object of prep.

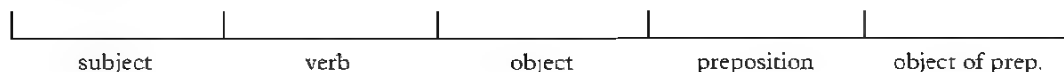
4. Monkeys sleep in trees.

subject	verb	object	preposition	object of prep.

5. The teacher is writing words on the chalkboard.



6. I like apples.



## □ EXERCISE 22. Review.

*Directions:* A *complete sentence* has a subject and a verb. An *incomplete sentence* is a group of words that does not have a subject and a verb.

If the words are a complete sentence, change the first letter to a capital letter (a big letter) and add final punctuation (a period or a question mark). If the words are an incomplete sentence, write “*Inc.*” to mean “*Incomplete.*”

1. monkeys like bananas → ***M**onkeys like bananas.*
2. in my garden → *Inc.*
3. do you like sour apples → ***D**o you like sour apples?*
4. this class ends at two o'clock
5. teaches English
6. my mother works
7. in an office
8. my mother works in an office
9. does your brother have a job
10. does not work
11. rain falls
12. my sister lives in an apartment

- 13. has a roommate
- 14. the apartment has two bedrooms
- 15. a small kitchen and a big living room
- 16. on the third floor

□ **EXERCISE 23. Review.**

*Directions:* Circle the correct completions.

- 1. My sister and I live together. Our parents often call \_\_\_\_\_ on the telephone.  
    (A.) us                      B. them                      C. we                      D. they
- 2. Tom has a broken leg. I visit \_\_\_\_\_ every day.  
    A. he                      B. him                      C. them                      D. it
- 3. Sue and I are good friends. \_\_\_\_\_ spend a lot of time together.  
    A. They                      B. You                      C. We                      D. She
- 4. Our children enjoy the zoo. We often take \_\_\_\_\_ to the zoo.  
    A. it                      B. they                      C. them                      D. him
- 5. Mary drives an old car. She takes good care of \_\_\_\_\_.  
    A. her                      B. them                      C. it                      D. him
- 6. Jack and \_\_\_\_\_ don't know Mr. Wu.  
    A. I                      B. me                      C. us                      D. them
- 7. Ms. Gray is a lawyer in Chicago. Do you know \_\_\_\_\_?  
    A. them                      B. it                      C. him                      D. her
- 8. Ahmed lives near Yoko and \_\_\_\_\_.  
    A. I                      B. me                      C. him                      D. her
- 9. My sister and a friend are visiting me. \_\_\_\_\_ are visiting here for two days.  
    A. She                      B. They                      C. We                      D. Them
- 10. Do \_\_\_\_\_ have the correct time?  
    A. you                      B. them                      C. him                      D. her

□ **EXERCISE 24. Chapter review: error analysis.**

*Directions:* Correct the errors.

1. Omar a car has. → *Omar has a car.*
2. Our teacher gives tests difficult.
3. Alex helps Mike and I.
4. Babys cry.
5. Mike and Tom in an apartment live.
6. There are seven woman in this class.
7. There are nineteen peoples in my class.
8. Olga and Ivan has three childrens.
9. There is twenty classroom in this building.
10. Mr. Jones is our teacher. I like her very much.






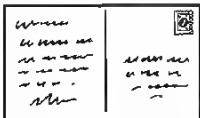



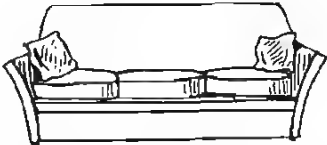
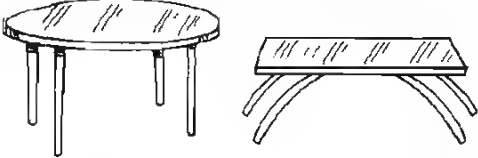
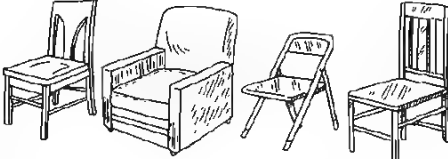





# CHAPTER 7

## Count and Noncount Nouns

### EXERCISE 1. Preview: noun practice.

Directions: Describe the pictures. Add *-s* to the ends of the words if necessary. Otherwise, write an "x."

Picture	Description
	1. one ring <u>x</u>
	2. two ring <u>s</u>
	3. three ring <u>s</u>
	4. some jewelry <u>x</u>
	5. two letter _____
	6. one postcard _____
	7. some mail _____

Picture	Description
	8. one sofa _____
	9. two table _____
	10. some chair _____
	11. some furniture _____
	12. a lot of car _____
	13. a lot of traffic _____
	14. a lot of money _____
	15. a lot of coin _____

## 7-1 NOUNS: COUNT AND NONCOUNT

	SINGULAR	PLURAL		
COUNT NOUN	<i>a book</i> <i>one book</i>	<i>books</i> <i>two books</i> <i>some books</i> <i>a lot of books</i>	A COUNT NOUN	
			SINGULAR: <i>a + noun</i> <i>one + noun</i>	PLURAL: <i>noun + -s</i>
NONCOUNT NOUN	<i>mail</i> <i>some mail</i> <i>a lot of mail</i>	(no plural form)	A NONCOUNT NOUN	
			SINGULAR: Do not use <i>a</i> . Do not use <i>one</i> .	PLURAL: A noncount noun does not have a plural form.
COMMON NONCOUNT NOUNS				
<i>advice</i>	<i>mail</i>	<i>bread</i>	<i>pepper</i>	
<i>furniture</i>	<i>money</i>	<i>cheese</i>	<i>rice</i>	
<i>help</i>	<i>music</i>	<i>coffee</i>	<i>salt</i>	
<i>homework</i>	<i>traffic</i>	<i>food</i>	<i>soup</i>	
<i>information</i>	<i>vocabulary</i>	<i>fruit</i>	<i>sugar</i>	
<i>jewelry</i>	<i>weather</i>	<i>meat</i>	<i>tea</i>	
<i>luck</i>	<i>work</i>	<i>milk</i>	<i>water</i>	

### □ EXERCISE 2. Noun practice.

Directions: Look at the italicized words. Underline the noun. Is it count or noncount?

- |  |              |                 |
|--|--------------|-----------------|
| 1. He sits on <i>a chair</i> .                   | <u>count</u> | noncount        |
| 2. He sits on <i>furniture</i> .                 | count        | <u>noncount</u> |
| 3. She has <i>a coin</i> .                       | count        | noncount        |
| 4. She has <i>some money</i> .                   | count        | noncount        |
| 5. The street is full of <i>traffic</i> .        | count        | noncount        |
| 6. There are <i>a lot of cars</i> in the street. | count        | noncount        |
| 7. I know <i>a fact</i> about bees.              | count        | noncount        |
| 8. I have <i>some information</i> about bees.    | count        | noncount        |
| 9. The teacher gives us <i>homework</i> .        | count        | noncount        |
| 10. We have <i>an assignment</i> .               | count        | noncount        |
| 11. I like <i>music</i> .                        | count        | noncount        |
| 12. Would you like <i>some coffee</i> ?          | count        | noncount        |
| 13. Our school has <i>a library</i> .            | count        | noncount        |



- |  |       |          |
|--|-------|----------|
| 14. We are learning new <i>vocabulary</i> every day. | count | noncount |
| 15. I need <i>some advice</i> .                      | count | noncount |
| 16. Tom has <i>a good job</i> .                      | count | noncount |
| 17. He likes <i>his work</i> .                       | count | noncount |
| 18. Maria wears <i>a lot of bracelets</i> .          | count | noncount |



### □ EXERCISE 3. Let's talk: small groups.

**Directions:** Work in small groups. List the noncount nouns. Then find the count nouns that are close in meaning. Use *a/an* with the count nouns.

<i>advice</i>	<i>furniture</i>	<i>money</i>
<i>assignment</i>	<i>homework</i>	<i>music</i>
<i>bracelet</i>	<i>information</i>	<i>song</i>
<i>cloud</i>	<i>jewelry</i>	<i>suggestion</i>
<i>coin</i>	<i>job</i>	<i>weather</i>
<i>desk</i>	✓ <i>letter</i>	<i>work</i>
<i>fact</i>	✓ <i>mail</i>	

NONCOUNT	COUNT
1. <u>mail</u>	<u>a letter</u>
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

#### □ EXERCISE 4. Let's talk: class activity.

*Directions:* Most nouns are count nouns. Complete the sentences by naming things you see in the classroom.

1. I see a . . . .
2. I see a . . . .
3. I see a . . . . and a . . . .
4. I see two . . . .
5. I see five . . . .
6. I see some . . . .
7. I see a lot of . . . .
8. I see many . . . .

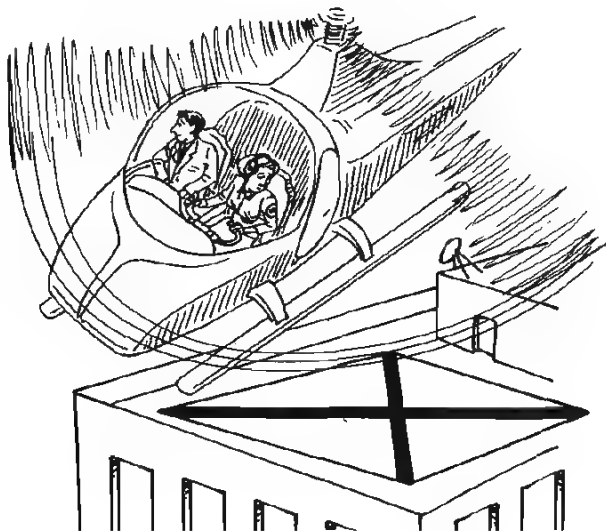
7-2 USING <i>AN</i> vs. <i>A</i>	
(a) <i>A</i> dog is <i>an</i> animal.	<i>A</i> and <i>an</i> are used in front of singular count nouns. In (a): <i>dog</i> and <i>animal</i> are singular count nouns.
(b) I work in <i>an</i> office. (c) Mr. Lee is <i>an</i> old man.	Use <i>an</i> in front of words that begin with the vowels <i>a</i> , <i>e</i> , <i>i</i> , and <i>o</i> : <i>an apartment</i> , <i>an elephant</i> , <i>an idea</i> , <i>an ocean</i> . In (c): Notice that <i>an</i> is used because the adjective ( <i>old</i> ) begins with a vowel and comes in front of a singular count noun ( <i>man</i> ).
(d) I have <i>an</i> uncle. COMPARE (e) He works at <i>a</i> university.	Use <i>an</i> if a word that begins with "u" has a vowel sound: <i>an uncle</i> , <i>an ugly picture</i> . Use <i>a</i> if a word that begins with "u" has a /yu/ sound: <i>a university</i> , <i>a usual event</i> .
(f) I need <i>an</i> hour to finish my work. COMPARE (g) I live in <i>a</i> house. He lives in <i>a</i> hotel.	In some words that begin with "h," the "h" is not pronounced. Instead, the word begins with a vowel sound and <i>an</i> is used: <i>an hour</i> , <i>an honor</i> . In most words that begin with "h," the "h" is pronounced. Use <i>a</i> if the "h" is pronounced.

#### □ EXERCISE 5. Sentence practice.

*Directions:* Complete the sentences. Use *a* or *an*.

1. Bob is eating \_\_\_\_\_ apple.
2. Tom is eating \_\_\_\_\_ banana.
3. Alice works in \_\_\_\_\_ office.
4. I have \_\_\_\_\_ idea.
5. I have \_\_\_\_\_ good idea.

6. Sue is taking \_\_\_\_\_ class.
7. Sue is taking \_\_\_\_\_ easy class.
8. Cuba is \_\_\_\_\_ island near the United States.
9. \_\_\_\_\_ hour has sixty minutes.
10. \_\_\_\_\_ healthy person gets regular exercise.
11. \_\_\_\_\_ horse has a long nose.
12. Maria is \_\_\_\_\_ honest worker.
13. Mark needs \_\_\_\_\_ math tutor.
14. \_\_\_\_\_ university is \_\_\_\_\_ educational institution.
15. Ann has \_\_\_\_\_ unusual job.



## □ **EXERCISE 6. Listening.**



*Directions:* Listen to each sentence. Circle the word you hear.

- |                |              |
|----------------|--------------|
| 1. a <u>an</u> | 6. a     an  |
| 2. a     an    | 7. a     an  |
| 3. a     an    | 8. a     an  |
| 4. a     an    | 9. a     an  |
| 5. a     an    | 10. a     an |

### 7-3 USING A/AN vs. SOME

(a) I have <i>a</i> pen.	<i>A/An</i> is used in front of <b>singular</b> count nouns. In (a): The word <i>pen</i> is a singular count noun.
(b) I have <i>some</i> pens.	
(c) I have <i>some</i> rice.	<i>Some</i> is used in front of <b>plural</b> count nouns. In (b): The word <i>pens</i> is a plural count noun.
	<i>Some</i> is used in front of noncount nouns.* In (c): The word <i>rice</i> is a noncount noun.

\*Reminder: Noncount nouns do not have a plural form. Noncount nouns are grammatically singular.

#### □ EXERCISE 7. Noun practice.

*Directions:* Look at the noun and circle the correct word (*a*, *an*, or *some*). Then decide if the noun is singular count, plural count, or noncount.

1. a    an    some    letters
2. a    an    some    mail
3. a    an    some    letter
4. a    an    some    table
5. a    an    some    tables
6. a    an    some    furniture
7. a    an    some    car
8. a    an    some    automobiles
9. a    an    some    buses
10. a    an    some    traffic
11. a    an    some    advice
12. a    an    some    egg

sing. count	pl. count	noncount
	✓	
		✓
✓		

#### □ EXERCISE 8. Sentence practice.

*Directions:* Use *a/an* or *some* with the count nouns in these sentences. Are the nouns singular or plural?

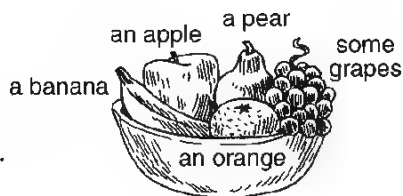
1. Bob has a book on his desk.    → *book* = a singular count noun
2. Bob has some books on his desk.    → *books* = a plural count noun

3. I see \_\_\_\_\_ desk in this room.
4. I see \_\_\_\_\_ desks in this room.
5. I'm hungry. I would like \_\_\_\_\_ apple.
6. The children are hungry. They would like \_\_\_\_\_ apples.
7. We are doing \_\_\_\_\_ exercise in class.
8. We are doing \_\_\_\_\_ exercises in class.

### □ EXERCISE 9. Sentence practice.

*Directions:* Use **a**, **an**, or **some** with the nouns in these sentences. Are they singular count nouns or noncount nouns?

1. I need some money.    ➤ *money = a noncount noun*
2. I need a dollar.    ➤ *dollar = a singular count noun*
3. Alice has \_\_\_\_\_ mail in her mailbox.
4. Alice has \_\_\_\_\_ letter in her mailbox.
5. I'm hungry. I would like \_\_\_\_\_ fruit.
6. I would like \_\_\_\_\_ apple.
7. Jane is hungry. She would like \_\_\_\_\_ food.
8. She would like \_\_\_\_\_ sandwich.
9. I'd like to have \_\_\_\_\_ soup with my sandwich.
10. I'm thirsty. I'd like \_\_\_\_\_ water.



### □ EXERCISE 10. Let's talk: small groups.

*Directions:* Work in small groups. Complete the lists with nouns. You may use adjectives with the nouns. Share some of your answers with the class.

1. Things you can see in an apartment.

a \_\_\_\_\_

an \_\_\_\_\_

some \_\_\_\_\_ (plural noun)

some \_\_\_\_\_ (singular noun)

2. Things you can see in a classroom.

a \_\_\_\_\_

an \_\_\_\_\_

some \_\_\_\_\_ (plural noun)

some \_\_\_\_\_ (singular noun)

3. Things you can see outdoors.

a \_\_\_\_\_

an \_\_\_\_\_

some \_\_\_\_\_ (plural noun)

some \_\_\_\_\_ (singular noun)

### ☐ EXERCISE 11. Sentence practice.

*Directions:* Use **a/an** or **some** with the nouns in these sentences.

1. Sonya is wearing some silver jewelry. She's wearing  
a necklace and some earrings.

2. I'm busy. I have \_\_\_\_\_ homework to do.

3. Jane is very busy. She has \_\_\_\_\_ work to do.

4. Jane has \_\_\_\_\_ job. She is \_\_\_\_\_ teacher.

5. We have \_\_\_\_\_ table, \_\_\_\_\_ sofa, and \_\_\_\_\_ chairs in  
our living room.

6. We have \_\_\_\_\_ furniture in our living room.

7. Susan has a CD player. She is listening to \_\_\_\_\_ music.

8. I'm hungry. I would like \_\_\_\_\_ orange.

9. The children are hungry. They would like \_\_\_\_\_ oranges. They would  
like \_\_\_\_\_ fruit.

10. I need \_\_\_\_\_ information about the bus schedule.



11. I'm confused. I need \_\_\_\_\_ advice.

12. I'm looking out the window. I see \_\_\_\_\_ cars, \_\_\_\_\_ bus, and  
\_\_\_\_\_ trucks on the street. I see \_\_\_\_\_ traffic.

**□ EXERCISE 12. Let's talk: pairwork.**

*Directions:* Work with a partner.

Partner A: Your book is open to this page. Use *a*, *an*, or *some* with the given word.

Partner B: Your book is open to p. 515. Help Partner A with the correct response if necessary.

*Example:* desk

PARTNER A: a desk

PARTNER B: Right.

*Example:* desks

PARTNER A: a desks

PARTNER B: Again?

PARTNER A: some desks

PARTNER B: Right.

- |             |            |            |
|-------------|------------|------------|
| 1. apple    | 6. flower  | 11. rice   |
| 2. apples   | 7. man     | 12. advice |
| 3. child    | 8. old man | 13. hour   |
| 4. children | 9. men     | 14. horse  |
| 5. music    | 10. island | 15. food   |

*Switch roles.*

Partner B: Your book is open to this page. Use *a*, *an*, or *some* with the given word.

Partner A: Your book is open to p. 515. Help Partner B with the correct response if necessary.

- |               |              |                |
|---------------|--------------|----------------|
| 16. animal    | 21. homework | 26. university |
| 17. animals   | 22. orange   | 27. uncle      |
| 18. chair     | 23. bananas  | 28. people     |
| 19. chairs    | 24. banana   | 29. house      |
| 20. furniture | 25. fruit    | 30. bread      |

□ **EXERCISE 13. Sentence practice.**

*Directions:* Use the word in *italics* to complete the sentence. Add **-s** to a count noun (or give the irregular plural form). Do not add **-s** to a noncount noun.

1. *money* I need some money.
2. *desk* I see some desks in this room.
3. *man* Some men are working in the street.
4. *music* I want to listen to some \_\_\_\_\_.
5. *flower* Andy wants to buy some \_\_\_\_\_ for his girlfriend.
6. *information* I need some \_\_\_\_\_.
7. *jewelry* Fred wants to buy some \_\_\_\_\_.
8. *child* Some \_\_\_\_\_ are playing in the park.
9. *homework* I can't go to the movie because I have some \_\_\_\_\_ to do.
10. *advice* Could you please give me some \_\_\_\_\_?
11. *suggestion* I have some \_\_\_\_\_ for you.
12. *help* I need some \_\_\_\_\_ with my homework.
13. *sandwich* We're hungry. We want to make some \_\_\_\_\_.
14. *animal* I see some \_\_\_\_\_ in the picture.
15. *banana* The monkeys are hungry. They would like some \_\_\_\_\_.





16. *fruit* I'm hungry. I would like some \_\_\_\_\_.
17. *weather* We're having some hot \_\_\_\_\_ right now.
18. *picture* I have some \_\_\_\_\_ of my family in my wallet.
19. *rice, bean* I usually have some \_\_\_\_\_ and  
\_\_\_\_\_ for dinner.

#### □ EXERCISE 14. Sentence practice.

**Directions:** Change the *italicized* noun to its plural form if possible, changing *a* to **some**. Make other changes in the sentence as necessary.

1. There is *a chair* in this room. PLURAL FORM \* *There are some chairs in this room.*
2. There is *some furniture* in this room. PLURAL FORM → *(none)*
3. I have *a coin* in my pocket.
4. I have *some money* in my wallet.
5. There's *a lot of traffic* on Main Street.
6. There's *a car* on Main Street.
7. Our teacher assigns *a lot of homework*.
8. I like rock *music*.
9. Hong Kong has *a lot of hot weather*.
10. I need *some information* and *some advice* from you.
11. There's *a dictionary* on the shelf.
12. I hope you do well on your exam. Good *luck*!
13. Here is *a flower* from my garden.
14. Be careful! There's *some water* on the floor.
15. I need *an apple* for the fruit salad.
16. The soup needs *a potato* and *some salt*.

## 7-4 MEASUREMENTS WITH NONCOUNT NOUNS

- (a) I'd like **some** water.  
 (b) I'd like **a glass of** water.  
 (c) I'd like **a cup of** coffee.  
 (d) I'd like **a piece of** fruit.

Units of measure are used with noncount nouns to express a specific quantity. For example: *a glass of*, *a cup of*, *a piece of*.

In (a): *some water* = an unspecific quantity.

In (b): *a glass of water* = a specific quantity.

### COMMON EXPRESSIONS OF MEASURE

*a bag of rice*  
*a bar of soap*  
*a bottle of olive oil*  
*a bowl of cereal*  
*a box of candy*

*a bunch of bananas*  
*a can of corn\**  
*a carton of milk*  
*a glass of water*  
*a head of lettuce*

*a jar of pickles*  
*a loaf of bread*  
*a piece of cheese*  
*a sheet of paper*  
*a tube of toothpaste*



bag



bar



bottle



box



can



carton



jar



tube



bunch

\*In British English: *a tin of corn*.

### □ EXERCISE 15. Noun practice.

**Directions:** Complete the phrases. You are hungry and thirsty. What would you like? Use *a piece of*, *a cup of*, *a glass of*, *a bowl of*.

1. a cup of / a glass of tea
2. \_\_\_\_\_ bread
3. \_\_\_\_\_ water
4. \_\_\_\_\_ coffee
5. \_\_\_\_\_ cheese
6. \_\_\_\_\_ soup
7. \_\_\_\_\_ meat
8. \_\_\_\_\_ wine
9. \_\_\_\_\_ fruit
10. \_\_\_\_\_ rice

## □ EXERCISE 16. Let's talk: pairwork.

*Directions:* Work in pairs. Look at the list of food and drink. Check (✓) what you eat and drink every day. Add your own words to the list. Then tell your partner the usual quantity you have every day. Use **a piece of, two pieces of, a cup of, three cups of, a glass of, a bowl of**, or **one, two, a, some**, etc., in your answers. Share a few of your partner's answers with the class.

*Example:*

✓ egg  
 \_\_\_\_\_ banana  
 \_\_\_\_\_ coffee  
 ✓ fruit  
 \_\_\_\_\_ ice cream  
 \_\_\_\_\_ orange juice

PARTNER A: I have one egg every day.

I usually eat two pieces of fruit.

I like a bowl of ice cream at night.

I drink a glass of orange juice every morning.

*List of food and drinks.*

_____ egg	_____ rice
_____ soup	_____ ice cream
_____ fruit	_____ water
_____ bread	_____ chicken
_____ banana	_____ cheese
_____ apples	_____ tea

_____	_____
_____	_____
_____	_____

## □ EXERCISE 17. Sentence practice.

*Directions:* Complete the sentences with nouns.

1. I'm going to the store. I need to buy a carton of orange juice / milk / etc.

2. I also need a tube of \_\_\_\_\_ and two bars of

\_\_\_\_\_.

3. I need to find a can of \_\_\_\_\_ and a jar of \_\_\_\_\_.
4. I need to get a loaf of \_\_\_\_\_ and a box of \_\_\_\_\_.
5. I would like a head of \_\_\_\_\_ if it looks fresh.
6. Finally, I would like a couple of bottles of \_\_\_\_\_ and a jar of \_\_\_\_\_.

#### □ EXERCISE 18. Review.

*Directions:* Make a list of everything in the picture by completing the sentence **I see** .... Try to use numbers (e.g., **three spoons**) or other units of measure (e.g., **a box of candy**). Use **a** for singular count nouns (e.g., **a fly**).

*Example:* I see three spoons, a box of candy, a fly, etc.



#### □ EXERCISE 19. Review: pairwork.

*Directions:* Work in pairs. Pretend that tomorrow you are moving into a new apartment together. What do you need? Ask each other questions.

In writing, list the things you need and indicate quantity (**two, some, a lot of, a little, etc.**). List twenty to thirty things. Be sure to write down the quantity. You are completing this sentence: **We need** ....

*Example:* We need ...

PARTNER A: a sofa and two beds.

PARTNER B: a can opener.

PARTNER A: some spaghetti.

PARTNER B: a little fruit.

PARTNER A: some bookcases.

Etc.

□ **EXERCISE 20. Let's talk: pairwork.**

*Directions:* Work with a partner.

Partner A: Your book is open to this page. Complete the sentences by using **a**, **an**, or **some** with the nouns.

Partner B: Your book is open to p. 515. Help Partner A with the correct responses if necessary.

- |                                |                            |
|--------------------------------|----------------------------|
| 1. I'm hungry. I'd like . . .  | 4. I'm cold. I need . . .  |
| a. food.                       | a. coat.                   |
| b. apple.                      | b. hat.                    |
| c. sandwich.                   | c. warm clothes.           |
| d. bowl of soup.               | d. heat.                   |
| 2. I'm thirsty. I'd like . . . | 5. I'm tired. I need . . . |
| a. glass of milk.              | a. sleep.                  |
| b. water.                      | b. break.                  |
| c. cup of tea.                 | c. relaxing vacation.      |
| 3. I'm sick. I need . . .      |                            |
| a. medicine.                   |                            |
| b. ambulance.                  |                            |

*Switch roles.*

Partner B: Your book is open to this page. Complete the sentences by using **a**, **an**, or **some** with the nouns.

Partner A: Your book is open to p. 515. Help Partner B with the correct responses if necessary.

- |                                |                             |
|--------------------------------|-----------------------------|
| 6. I'm hungry. I'd like . . .  | 9. I'm cold. I need . . .   |
| a. snack.                      | a. boots.                   |
| b. fruit.                      | b. blanket.                 |
| c. orange.                     | c. hot bath.                |
| d. piece of chicken.           | d. gloves.                  |
| 7. I'm thirsty. I'd like . . . | 10. I'm tired. I need . . . |
| a. juice.                      | a. strong coffee.           |
| b. bottle of water.            | b. break.                   |
| c. glass of ice tea.           | c. vacation.                |
| 8. I'm sick. I need . . .      | d. nap.                     |
| a. doctor.                     |                             |
| b. help.                       |                             |

## 7-5 USING *MANY*, *MUCH*, *A FEW*, *A LITTLE*

(a) I don't get **many** letters.

(b) I don't get **much** mail.

(c) Ann gets **a few** letters.

(d) Tom gets **a little** mail.

In (a): **many** is used with PLURAL COUNT nouns.

In (b): **much** is used with NONCOUNT nouns.

In (c): **a few** is used with PLURAL COUNT nouns.

In (d): **a little** is used with NONCOUNT nouns.

### □ EXERCISE 21. Sentence practice.

*Directions:* Change **a lot of** to **many** or **much** in these sentences.

1. Tom has a lot of problems. → *Tom has many problems.*
2. I don't have a lot of money. → *I don't have much money.*
3. I want to visit a lot of cities in the United States and Canada.
4. I don't put a lot of sugar in my coffee.
5. I have a lot of questions to ask you.
6. Sue and John have a small apartment. They don't have a lot of furniture.
7. You can see a lot of people at the zoo on Sunday.
8. Dick doesn't get a lot of mail because he doesn't write a lot of letters.
9. Chicago has a lot of skyscrapers. Montreal has a lot of tall buildings too.
10. Mary is lazy. She doesn't do a lot of work.
11. I don't drink a lot of coffee.
12. Jeff is a friendly person. He has a lot of friends.
13. Do you usually buy a lot of fruit at the market?
14. Does Andy drink a lot of coffee?
15. Do you write a lot of letters?

### □ EXERCISE 22. Sentence practice.

*Directions:* Complete the questions with **many** or **much**.

1. How much money do you have in your wallet?
2. How many roommates do you have?

3. How \_\_\_\_\_ languages do you speak?
4. How \_\_\_\_\_ homework does your teacher usually assign?
5. How \_\_\_\_\_ tea do you drink in a day?
6. How \_\_\_\_\_ sugar do you put in your tea?
7. How \_\_\_\_\_ sentences are there in this exercise?
8. How \_\_\_\_\_ water do you need to cook rice?

□ **EXERCISE 23. Let's talk: pairwork.**

*Directions:* Work with a partner.

Partner A: Your book is open to this page. Make questions with ***how many*** or ***how much*** and ***are there*** or ***is there***.

Partner B: Help Partner A if necessary.

*Example:* students in this room

PARTNER A: How many students is there in this room?

PARTNER B: Please try again.

PARTNER A: How many students are there in this room?

PARTNER B: Right.

*Example:* coffee in that pot

PARTNER A: How much coffee is there in that pot?

PARTNER B: Right.

1. restaurants in (*name of this city*)
2. desks in this room
3. furniture in this room
4. letters in your mailbox today
5. mail in your mailbox today

*Switch roles.*

Partner B: Your book is open to this page. Make questions with ***how many*** or ***how much*** and ***are there*** or ***is there***.

Partner A: Help Partner B if necessary.

6. chicken in your refrigerator
7. bridges in (*name of this city*)
8. traffic on the street right now
9. cars in the street outside the window
10. people in this room

## □ EXERCISE 24. Sentence practice.

*Directions:* Change **some** to **a few** or **a little**. Use **a few** with count nouns. Use **a little** with noncount nouns. (See Chart 7-5, p. 195.)

1. I need some paper. → *I need a little paper.*
2. I usually add some salt to my food.
3. I have some questions to ask you.
4. Bob needs some help. He has some problems. He needs some advice.
5. I need to buy some clothes.
6. I have some homework to do tonight.
7. I usually get some mail every day.
8. I usually get some letters every day.
9. When I'm hungry in the evening, I usually eat some cheese.
10. We usually do some oral exercises in class every day.

## □ EXERCISE 25. Let's talk: pairwork.

*Directions:* Work with a partner. Take turns asking and answering questions. Use the words from your list. Remember, you can look at your book before you speak. When you speak, look at your partner.

Partner A: How **much/many** . . . would you like?

Partner B: I'd like **a little/a few**, please. Thanks.

*Example:* chicken

PARTNER A: How **much chicken** would you like?

PARTNER B: I'd like **a little**, please. Thanks.

PARTNER A: Your turn now.

*Example:* pencil

PARTNER B: How **many pencils** would you like?

PARTNER A: I'd like **a few**, please.

PARTNER B: Your turn now.

Partner A	Partner B
1. pen	1. salt
2. tea	2. banana
3. rice	3. soup
4. apple	4. coffee
5. money	5. assignment
6. help	6. cheese
7. toy	7. book

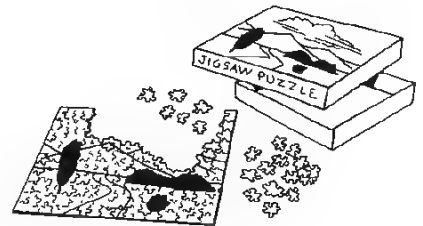


## □ EXERCISE 26. Sentence review.

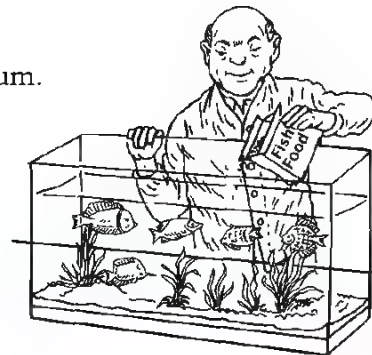
*Directions:* Complete the sentences with these words. If necessary, use the plural form.

<i>bush</i>	<i>glass</i>	✓ <i>match</i>	<i>strawberry</i>
<i>centimeter</i>	<i>homework</i>	<i>page</i>	<i>thief</i>
<i>dish</i>	<i>inch</i>	<i>paper</i>	<i>tray</i>
<i>edge</i>	<i>information</i>	<i>piece</i>	<i>valley</i>
<i>fish</i>	<i>knife</i>	<i>sex</i>	<i>weather</i>
<i>foot</i>	<i>leaf</i>	<i>size</i>	<i>woman</i>

- I want to light a candle. I need some matches.
- \_\_\_\_\_ fall from the trees in autumn.
- There are two \_\_\_\_\_: male and female.
- There are some \_\_\_\_\_, forks, and spoons on the table.
- I want to take the bus downtown, but I don't know the bus schedule. I need some \_\_\_\_\_ about the bus schedule.
- I want to write a letter. I have a pen, but I need some \_\_\_\_\_.
- Plates and bowls are called \_\_\_\_\_.
- Married \_\_\_\_\_ are called wives.
- There are a lot of trees and \_\_\_\_\_ in the park.
- Bob is studying. He has a lot of \_\_\_\_\_ to do.
- My dictionary has 437 \_\_\_\_\_.
- This puzzle has 200 \_\_\_\_\_.
- A piece of paper has four \_\_\_\_\_.
- Mountains are high, and \_\_\_\_\_ are low.
- When the temperature is around 35°C (77°F), I'm comfortable. But I don't like very hot \_\_\_\_\_.
- \_\_\_\_\_ steal things: money, jewelry, cars, etc.
- \_\_\_\_\_ are small, red, sweet, and delicious.



18. People carry their food on \_\_\_\_\_ at a cafeteria.
19. Sweaters in a store often have four \_\_\_\_\_: small, medium, large, and extra large.
20. In some countries, people use cups for their tea. In other countries, they usually use \_\_\_\_\_ for their tea.
21. Toshiro has five \_\_\_\_\_ in his aquarium.
22. There are 100 \_\_\_\_\_ in a meter.
23. There are 12 \_\_\_\_\_ in a foot.\*
24. There are 3 \_\_\_\_\_ in a yard.\*



## 1-6 USING THE

- (a) A: Where's David?  
B: He's in **the** kitchen.

A speaker uses **the** when the speaker and the listener have the same thing or person in mind. **The** shows that a noun is specific.

- (b) A: I have two pieces of fruit for us, an apple and a banana. Which do you want?  
B: I'd like **the** apple, thank you.

In (a): Both A and B have the same kitchen in mind.  
In (b): When B says "the apple," both A and B have the same apple in mind.

- (c) A: It's a nice summer day today.  
**The** sky is blue. **The** sun is hot.  
B: Yes, I really like summer.

In (c): Both A and B are thinking of the same sky (there is only one sky for them to think of) and the same sun (there is only one sun for them to think of).

- (d) Mike has **a** pen and **a** pencil.  
**The** pen is blue.  
**The** pencil is yellow.

**The** is used with

- singular count nouns, as in (d).
- plural count nouns, as in (e).
- noncount nouns, as in (f).

- (e) Mike has **some** pens and **pencils**.  
**The** pens are blue.  
**The** pencils are yellow.

In other words, **the** is used with each of the three kinds of nouns.

- (f) Mike has **some** rice and **some** cheese.  
**The** rice is white.  
**The** cheese is yellow.

Notice in the examples: the speaker is using **the** for the **second** mention of a noun. When the speaker mentions a noun for a second time, both the speaker and listener are now thinking about the same thing.

First mention: I have **a** pen.

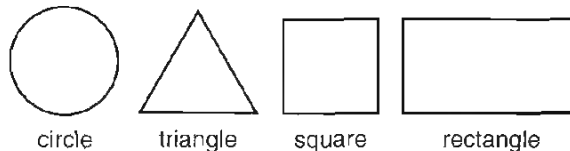
Second mention: **The** pen is blue.

\*1 inch = 2.54 centimeters. 1 foot = 30.48 centimeters. 1 yard = 0.91 meters.

□ **EXERCISE 27. Sentence practice.**

*Directions:* Complete the sentences with **the** or **a/an**.

1. I have \_\_\_\_\_ *a* \_\_\_\_\_ notebook and \_\_\_\_\_ grammar book. \_\_\_\_\_ notebook is brown. \_\_\_\_\_ grammar book is red.
2. Right now Pablo is sitting in class. He's sitting between \_\_\_\_\_ woman and \_\_\_\_\_ man. \_\_\_\_\_ woman is Graciela. \_\_\_\_\_ man is Mustafa.
3. Susan is wearing \_\_\_\_\_ ring and \_\_\_\_\_ necklace. \_\_\_\_\_ ring is on her left hand.
4. Tony and Sara are waiting for their plane to depart. Tony is reading \_\_\_\_\_ magazine. Sara is reading \_\_\_\_\_ newspaper. When Sara finishes \_\_\_\_\_ newspaper and Tony finishes \_\_\_\_\_ magazine, they will trade.
5. In the picture below, there are four figures: \_\_\_\_\_ circle, \_\_\_\_\_ triangle, \_\_\_\_\_ square, and \_\_\_\_\_ rectangle. \_\_\_\_\_ circle is next to \_\_\_\_\_ triangle. \_\_\_\_\_ square is between \_\_\_\_\_ triangle and \_\_\_\_\_ rectangle.



6. Linda and Anne live in \_\_\_\_\_ apartment in \_\_\_\_\_ old building. They like \_\_\_\_\_ apartment because it is big. \_\_\_\_\_ building is very old. It was built more than one hundred years ago.
7. I gave my friend \_\_\_\_\_ card and \_\_\_\_\_ flower for her birthday. \_\_\_\_\_ card wished her "Happy Birthday." She liked both \_\_\_\_\_ card and \_\_\_\_\_ flower.
8. We stayed at \_\_\_\_\_ hotel in New York. \_\_\_\_\_ hotel was expensive.

## □ EXERCISE 28. Let's talk: pairwork.

*Directions:* Work with a partner. Read the sentences aloud and complete them with **the** or **a/an**. Then change roles. When you have finished speaking, write the answers.

A: Look at the picture below. What do you see?

B: I see \_\_\_\_\_ chair, \_\_\_\_\_ desk, \_\_\_\_\_ window, \_\_\_\_\_ plant.

A: Where is \_\_\_\_\_ chair?

B: \_\_\_\_\_ chair is under \_\_\_\_\_ window.

A: Where is \_\_\_\_\_ plant?

B: \_\_\_\_\_ plant is beside \_\_\_\_\_ chair.

A: Do you see any people?

B: Yes. I see \_\_\_\_\_ man and \_\_\_\_\_ woman. \_\_\_\_\_ man is standing. \_\_\_\_\_ woman is sitting down.

A: Do you see any animals?

B: Yes. I see \_\_\_\_\_ dog, \_\_\_\_\_ cat, and \_\_\_\_\_ bird in \_\_\_\_\_ cage.

A: What is \_\_\_\_\_ dog doing?

B: It's sleeping.

A: How about \_\_\_\_\_ cat?

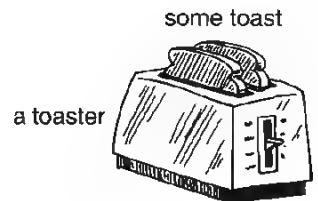
B: \_\_\_\_\_ cat is watching \_\_\_\_\_ bird.



□ **EXERCISE 29. Review.**

*Directions:* Complete the sentences with **the** or **a/an**.

1. A: I need to go shopping. I need to buy \_\_\_\_\_ coat.  
B: I'll go with you. I need to get \_\_\_\_\_ umbrella.  
A: Okay. Great! When should we go?
2. A: Hi! Come in!  
B: Hi! \_\_\_\_\_ weather is terrible today! It's cold and wet outside.  
A: Well, it's warm in here.  
B: What should I do with my coat and umbrella?  
A: You can put \_\_\_\_\_ coat in that closet. I'll take \_\_\_\_\_ umbrella  
and put it in \_\_\_\_\_ kitchen where it can dry.
3. My cousin Jane has \_\_\_\_\_ good job. She works in \_\_\_\_\_ office. She  
uses \_\_\_\_\_ computer.
4. A: How much longer do you need to use \_\_\_\_\_ computer?  
B: Why?  
A: I need to use it too.  
B: Just five more minutes, then you can have it.
5. A: I need \_\_\_\_\_ stamp for this letter. Do you have one?  
B: Yes. Here.  
A: Thanks.
6. A: Would you like \_\_\_\_\_ egg for breakfast?  
B: No thanks. I'll just have \_\_\_\_\_ glass of juice  
and some toast.



7. A: Do you see my pen? I can't find it.

B: There it is. It's on \_\_\_\_\_ floor.

A: Oh. I see it. Thanks.

8. A: Be sure to look at \_\_\_\_\_ moon tonight.

B: Why?

A: \_\_\_\_\_ moon is full now, and it's beautiful.

9. A: Can I call you tonight?

B: No. I don't have \_\_\_\_\_ telephone in my apartment yet. I just moved in yesterday.

10. A: Could you answer \_\_\_\_\_ telephone? Thanks.

B: Hello?

## 7-7 USING Ø (NO ARTICLE) TO MAKE GENERALIZATIONS

- (a) Ø Apples are good for you.
- (b) Ø Students use Ø pens and Ø pencils.
- (c) I like to listen to Ø music.
- (d) Ø Rice is good for you.

No article (symbolized by Ø) is used to make generalizations with

- plural count nouns, as in (a) and (b), and
- noncount nouns, as in (c) and (d).

- (e) Tom and Ann ate some fruit.  
*The apples* were very good, but *the bananas* were too ripe.

COMPARE: In (a), the word *apples* is general. It refers to all apples, any apples. No article (Ø) is used.

In (e), the word *apples* is specific, so *the* is used in front of it. It refers to the specific apples that Tom and Ann ate.

- (f) We went to a concert last night.  
*The music* was very good.

COMPARE: In (c), *music* is general. In (f), *the music* is specific.

### □ EXERCISE 30. Sentence practice.

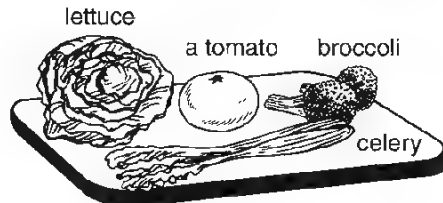
Directions: Complete the sentences with *the* or Ø (no article).

1. \_\_\_\_\_ sugar is sweet.

2. Could you please pass me \_\_\_\_\_ the \_\_\_\_\_ sugar?

3. Oranges are orange, and \_\_\_\_\_ bananas are yellow.

4. There was some fruit on the table. I didn't eat \_\_\_\_\_ bananas because they were soft and brown.
5. Everybody needs \_\_\_\_\_ food to live.
6. We ate at a good restaurant last night. \_\_\_\_\_ food was excellent.
7. \_\_\_\_\_ salt tastes salty, and \_\_\_\_\_ pepper tastes hot.
8. Could you please pass me \_\_\_\_\_ salt? Thanks. And could I have \_\_\_\_\_ pepper too?
9. \_\_\_\_\_ coffee is brown.
10. Steven made some coffee and some tea. \_\_\_\_\_ coffee was very good.  
I didn't taste \_\_\_\_\_ tea.
11. \_\_\_\_\_ pages in this book are full of grammar exercises.
12. \_\_\_\_\_ books consist of \_\_\_\_\_ pages.
13. There was some food on the table. The children ate \_\_\_\_\_ fruit, but they didn't want \_\_\_\_\_ vegetables.
14. I like \_\_\_\_\_ fruit. I also like \_\_\_\_\_ vegetables.



### □ EXERCISE 31. Listening.



*Directions:* Listen to each sentence. Decide if the given noun has a general or a specific use.

- |               |                |          |
|---------------|----------------|----------|
| 1. vegetables | <u>general</u> | specific |
| 2. cats       | general        | specific |
| 3. teacher    | general        | specific |
| 4. bananas    | general        | specific |
| 5. cars       | general        | specific |
| 6. keys       | general        | specific |
| 7. computers  | general        | specific |
| 8. ducks      | general        | specific |

## □ EXERCISE 32. Listening: article review.



*Directions:* Listen to the sentences and write the words you hear. Use **a**, **an**, or **the**.

1. A: Do you have \_\_\_\_\_ pen?

B: There's one on \_\_\_\_\_ counter in \_\_\_\_\_ kitchen.

2. A: Where are \_\_\_\_\_ keys to \_\_\_\_\_ car?

B: I'm not sure, but I have \_\_\_\_\_ set. You can use mine.

3. A: Shh. I hear \_\_\_\_\_ noise.

B: It's just \_\_\_\_\_ bird outside, probably \_\_\_\_\_ woodpecker. Don't worry.



4. A: John Jones teaches at \_\_\_\_\_ university.

B: I know. He's \_\_\_\_\_ English professor.

A: He's also the head of \_\_\_\_\_ department.

5. A: Hurry! We're late.

B: No, we're not. It's five o'clock, and we have \_\_\_\_\_ hour.

A: No, it isn't. It's six! Look at \_\_\_\_\_ clock.

B: Oh my. I need \_\_\_\_\_ new battery in my watch.

## 7-8 USING SOME AND ANY

STATEMENT	(a) Alice has <b>some</b> money.	Use <i>some</i> in affirmative statements.
NEGATIVE	(b) Alice doesn't have <b>any</b> money.	Use <i>any</i> in negative statements.
QUESTION	(c) Does Alice have <b>any</b> money? (d) Does Alice have <b>some</b> money?	Use either <i>some</i> or <i>any</i> in a question.
(e) I don't have <b>any</b> money. (noncount noun) (f) I don't have <b>any</b> matches. (plural count noun)		<i>Any</i> is used with noncount nouns and plural count nouns.



### □ EXERCISE 33. Sentence practice.

*Directions:* Use **some** or **any** to complete the sentences.

1. Sue has some money.
2. I don't have any money.
3. Do you have some/any money?
4. Do you need \_\_\_\_\_ help?
5. No, thank you. I don't need \_\_\_\_\_ help.
6. Ken needs \_\_\_\_\_ help.
7. Anita usually doesn't get \_\_\_\_\_ mail.
8. We don't have \_\_\_\_\_ fruit in the apartment. We don't have \_\_\_\_\_ apples, \_\_\_\_\_ bananas, or \_\_\_\_\_ oranges.
9. The house is empty. There aren't \_\_\_\_\_ people in the house.
10. I need \_\_\_\_\_ paper. Do you have \_\_\_\_\_ paper?
11. Heidi can't write a letter because she doesn't have \_\_\_\_\_ paper.
12. Steve is getting along fine. He doesn't have \_\_\_\_\_ problems.
13. I need to go to the grocery store. I need to buy \_\_\_\_\_ food. Do you need to buy \_\_\_\_\_ groceries?
14. I'm not busy tonight. I don't have \_\_\_\_\_ homework to do.
15. I don't have \_\_\_\_\_ money in my purse.
16. There are \_\_\_\_\_ beautiful flowers in my garden this year.

### □ EXERCISE 34. Let's talk: class activity.

*Directions:* Ask a classmate a question about what he or she sees in this room. Use **any** in the question.

*Examples:* desks, monkeys

SPEAKER A: (*Speaker B*), do you see any desks in this room?

SPEAKER B: Yes, I do. I see some desks / a lot of desks / twenty desks.

SPEAKER B: (*Speaker C*), do you see any monkeys in this room?

SPEAKER C: No, I don't. I don't see any monkeys.

Etc.

- |                 |                       |                  |
|-----------------|-----------------------|------------------|
| 1. books        | 8. paper              | 15. pillows      |
| 2. flowers      | 9. backpacks          | 16. red sweaters |
| 3. dictionaries | 10. children          | 17. dogs or cats |
| 4. birds        | 11. hats              | 18. bookshelves  |
| 5. furniture    | 12. signs on the wall | 19. women        |
| 6. food         | 13. bicycles          | 20. light bulbs  |
| 7. curtains     | 14. erasers           |                  |

### □ EXERCISE 35. Sentence practice.

*Directions:* Use **any** or **a**. Use **any** with noncount nouns and plural count nouns. Use **a** with singular count nouns.

- I don't have any money.
- I don't have a pen.
- I don't have any brothers or sisters.
- We don't need to buy \_\_\_\_\_ new furniture.
- Mr. and Mrs. Kelly don't have \_\_\_\_\_ children.
- I can't make \_\_\_\_\_ coffee. There isn't \_\_\_\_\_ coffee in the house.
- Ann doesn't want \_\_\_\_\_ cup of coffee.
- I don't like this room because there aren't \_\_\_\_\_ windows.
- Amanda is very unhappy because she doesn't have \_\_\_\_\_ friends.
- I don't need \_\_\_\_\_ help. I can finish my homework by myself.
- I don't have \_\_\_\_\_ comfortable chair in my dormitory room.
- I'm getting along fine. I don't have \_\_\_\_\_ problems.
- Joe doesn't have \_\_\_\_\_ car, so he has to take the bus to school.
- I don't have \_\_\_\_\_ homework to do tonight.
- I don't need \_\_\_\_\_ new clothes.\*
- I don't need \_\_\_\_\_ new suit.

---

\**Clothes* is always plural. The word *clothes* does not have a singular form

□ **EXERCISE 36. Chapter review: error analysis.**

*Directions:* Correct the errors.

*some*

1. I need ~~an~~ advice from you.
2. I don't like hot weathers.
3. I usually have a egg for breakfast.
4. Sun rises every morning.
5. The students in this class do a lot of homeworks every day.
6. How many language do you know?
7. I don't have many money.
8. John and Susan don't have some children.
9. A pictures are beautiful. You're a good photographer.
10. There isn't a traffic early in the morning.
11. I can't find any bowl for my soup.

□ **EXERCISE 37. Review: pairwork.**

*Directions:* Work in pairs. Ask and answer questions about the things and people in the picture on p. 209.

*Example:*

PARTNER A: How many boys are there in the picture?

PARTNER B: There are three boys in the picture.

PARTNER A: Are there any flowers?

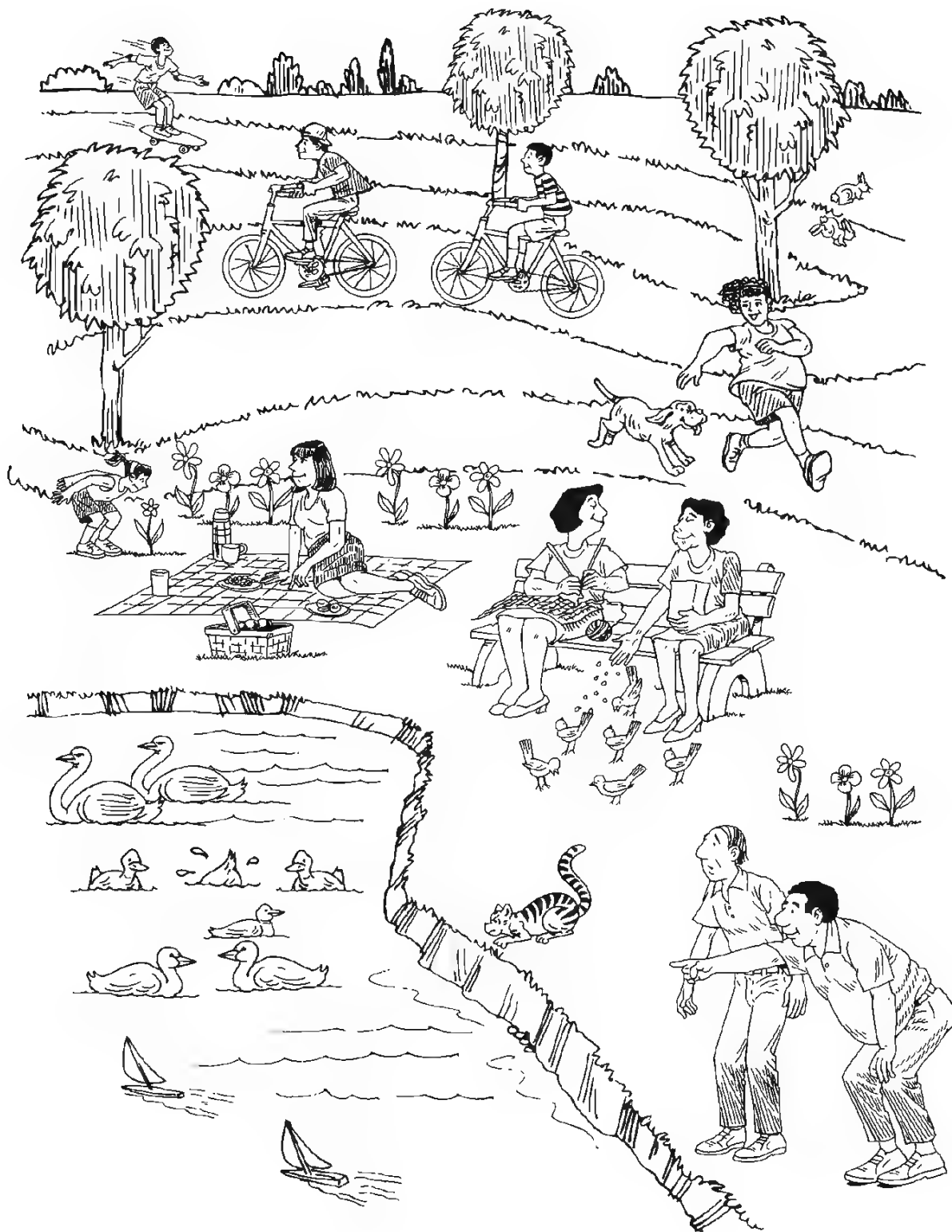
PARTNER B: No, there aren't any flowers in the picture.

PARTNER A: Are you sure?

PARTNER B: Well, hmmm. I don't see any flowers.

PARTNER A: Oh?

Etc.



**□ EXERCISE 38. Sentence practice.**

*Directions:* Make the nouns plural where necessary.

1. Toronto and Bangkok are big <sup>cities</sup> ~~city~~.
2. I need some information. (*no change*)
3. Horse are large animals.
4. I like to listen to music when I study.
5. I have two small child.
6. I like to tell them story.
7. There are sixty minute in an hour.
8. Children like to play with toy.
9. My bookcase has three shelf.
10. There are five woman and seven man in this class.
11. Taiwan and Cuba are island.
12. I drink eight glass of water every day.
13. Tomato are red when they are ripe.
14. Before dinner, I put dish, spoon, fork, knife, and napkin on the table.
15. I have many friend. I don't have many enemy.

**□ EXERCISE 39. Let's talk: review.**

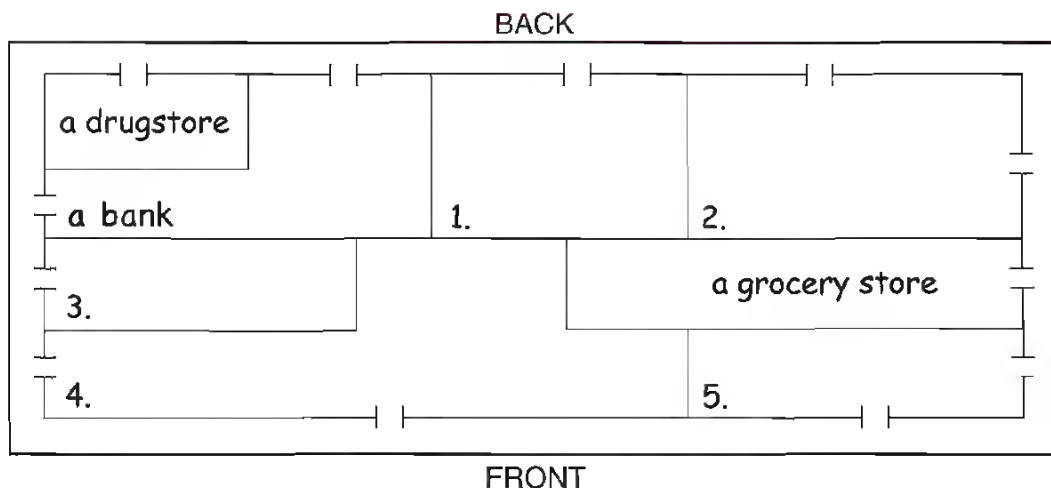
*Directions:* Imagine that a new shopping center is coming to your neighborhood. A drugstore and a grocery store are already in place. Decide what other stores you want to add. Your teacher will help you with vocabulary you don't know.

**PART 1.** Work alone.

Choose any six businesses from the list and write their names in any of the six available spaces on Blueprint #1 on p. 211.

✓ a bank	✓ a grocery store	a post office
a bookstore	an ice-cream shop	a shoe store
a camera shop	an Internet café	a sports equipment store
✓ a drugstore	a laundromat	a vegetarian food store
a drycleaner's	a movie theater	a video rental store
an exercise gym	a music store	
a fast-food restaurant	a pet supply store	

**BLUEPRINT #1**  
(your business locations)



**PART II.** Work with a partner, but do not look at each other's blueprints.

Partner A: Ask your partner about the location of his/her new businesses.

Write your partner's answers on your copy of Blueprint #2.

Partner B: Ask your partner about the location of his/her new businesses.

Write your partner's answers on your copy of Blueprint #2.

When you are finished, compare your answers. Does your Blueprint #1 match your partner's Blueprint #2?

*Question and answer pattern.*

PARTNER A: Is there **a/an** \_\_\_\_\_?

PARTNER B: Yes, there is. / No, there isn't.

PARTNER A: Where is **the** \_\_\_\_\_?

PARTNER B: It's next to / beside / in back of / in front of **the** \_\_\_\_\_.

*Example:*

PARTNER A: Is there **an** exercise gym?

PARTNER B: No, there isn't.

PARTNER A: Is there **a** bank?

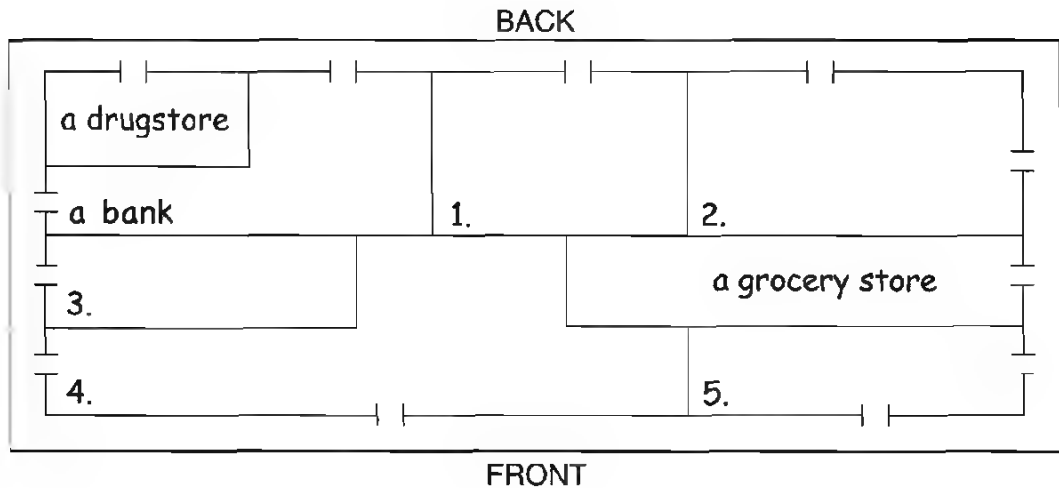
PARTNER B: Yes, there is.

PARTNER A: Where is **the** bank?

PARTNER B: It's in front of **the** drugstore.

## BLUEPRINT #2

(your partner's business locations)





# CHAPTER 8

## Expressing Past Time, Part 1

### 8-1 USING BE: PAST TIME

PRESENT TIME	PAST TIME																		
(a) I <i>am</i> in class <i>today</i> . (c) Alice <i>is</i> at the library <i>today</i> . (e) My friends <i>are</i> at home <i>today</i> .	(b) I <i>was</i> in class <i>yesterday</i> . (d) Alice <i>was</i> at the library <i>yesterday</i> . (f) My friends <i>were</i> at home <i>yesterday</i> .																		
<table><tr><td colspan="2">SIMPLE PAST TENSE OF BE</td><td></td></tr><tr><td>Singular</td><td>Plural</td><td></td></tr><tr><td><i>I was</i></td><td><i>we were</i></td><td rowspan="4"><math>\left. \begin{array}{l} I \\ she \\ he \\ it \end{array} \right\} + was</math></td></tr><tr><td><i>you were</i> (one person)</td><td><i>you were</i> (more than one person)</td></tr><tr><td><i>she was</i></td><td><i>they were</i></td></tr><tr><td><i>he was</i></td><td></td></tr><tr><td><i>it was</i></td><td></td><td><math>\left. \begin{array}{l} we \\ you \\ they \end{array} \right\} + were</math></td></tr></table>		SIMPLE PAST TENSE OF BE			Singular	Plural		<i>I was</i>	<i>we were</i>	$\left. \begin{array}{l} I \\ she \\ he \\ it \end{array} \right\} + was$	<i>you were</i> (one person)	<i>you were</i> (more than one person)	<i>she was</i>	<i>they were</i>	<i>he was</i>		<i>it was</i>		$\left. \begin{array}{l} we \\ you \\ they \end{array} \right\} + were$
SIMPLE PAST TENSE OF BE																			
Singular	Plural																		
<i>I was</i>	<i>we were</i>	$\left. \begin{array}{l} I \\ she \\ he \\ it \end{array} \right\} + was$																	
<i>you were</i> (one person)	<i>you were</i> (more than one person)																		
<i>she was</i>	<i>they were</i>																		
<i>he was</i>																			
<i>it was</i>		$\left. \begin{array}{l} we \\ you \\ they \end{array} \right\} + were$																	

#### □ EXERCISE 1. Sentence practice.

Directions: Change the sentences to past time.

1. Bob is in class today.    > *He was in class yesterday too.*
2. I'm in class today.    > *I was in class yesterday too.*
3. Mary is at the library today.
4. We're in class today.
5. You're busy today.
6. I'm happy today.
7. The classroom is hot today.
8. Ann is in her office today.
9. Tom is in his office today.
10. Ann and Tom are in their offices today.



## □ EXERCISE 2. Let's talk: class activity.

*Directions:* Talk about today and yesterday. Close your book for this activity.

*Example:*

TEACHER: I'm in class.

SPEAKER A: I'm in class **today**. I was in class **yesterday too**.

TEACHER: (to Speaker B) (Speaker A) is in class.

SPEAKER B: (Speaker A) is in class **today**. She/He was in class **yesterday too**.

1. We're in class.
2. I'm in class.
3. (...) is in class.
4. (...) and (...) are in class.
5. (...) is here.
6. (...) is absent.
7. I'm tired.
8. (...) and (...) are (in the first row).
9. The door is open/closed.
10. It's hot/cold.

## 8-2 PAST OF BE: NEGATIVE

(a) I **was not** in class yesterday.

(b) I **wasn't** in class yesterday.

NEGATIVE CONTRACTIONS

**was + not = wasn't**

**were + not = weren't**

(c) They **were not** at home last night.

(d) They **weren't** at home last night.

*I*  
*she*  
*he*  
*it*

+ **wasn't**

*we*

*you*

*they*

+ **weren't**

## □ EXERCISE 3. Sentence practice.

*Directions:* Study the time expressions. Then complete the sentences. Use **wasn't** or **weren't**. Use a past time expression.

PRESENT		PAST
<i>today</i>	→	<i>yesterday</i>
<i>this morning</i>	→	<i>yesterday morning</i>
<i>this afternoon</i>	→	<i>yesterday afternoon</i>
<i>tonight</i>	→	<i>last night</i>
<i>this week</i>	→	<i>last week</i>

1. Ken is here today, but he wasn't here yesterday.
2. I'm at home tonight, but I wasn't at home last night.

3. Olga is busy today, but \_\_\_\_\_
4. Tom is at the library tonight, but \_\_\_\_\_
5. Alex and Rita are at work this afternoon, but \_\_\_\_\_
6. You're here today, but \_\_\_\_\_
7. Dr. Ruckman is in her office this morning, but \_\_\_\_\_
8. It's cold this week, but \_\_\_\_\_

#### □ EXERCISE 4. Let's talk: class activity.

*Directions:* Think about your first day in this class. Check (✓) the words that describe how you felt. Then answer your teacher's questions.

*Example:* happy

TEACHER: Were you happy the first day of class?

SPEAKER A: Yes, I was happy.

SPEAKER B: No, I wasn't happy.

TEACHER: (to Speaker C) Tell me about (Speaker A) and (Speaker B).

SPEAKER C: (Speaker A) was happy. (Speaker B) wasn't happy.

- |                        |                                |
|------------------------|--------------------------------|
| 1. _____ excited       | 4. _____ relaxed (not nervous) |
| 2. _____ scared/afraid | 5. _____ quiet                 |
| 3. _____ nervous       | 6. _____ talkative             |

#### □ EXERCISE 5. Listening.



*Directions:* Listen to the sentences. Circle the verbs you hear.

- |                      |                       |
|----------------------|-----------------------|
| 1. was <u>wasn't</u> | 6. were      weren't  |
| 2. was      wasn't   | 7. was      wasn't    |
| 3. was      wasn't   | 8. was      wasn't    |
| 4. was      wasn't   | 9. were      weren't  |
| 5. were      weren't | 10. were      weren't |

#### □ EXERCISE 6. Let's talk: find someone who . . . .

*Directions:* Interview your classmates about their days in elementary school. Find people who can answer *yes* to your questions. Write down their names.

Speaker A: Make a complete question with the given words. Use the past tense.  
Ask (Speaker B) the question.

Speaker B: Answer the question.

Example: you \ shy

SPEAKER A: Were you shy?

SPEAKER B: No, I wasn't.

SPEAKER A: (to Speaker C) Were you shy?

SPEAKER C: Yes, I was.

	First name
1. you \ shy	
2. you \ outgoing (not shy)	
3. you \ talkative	
4. you \ happy	
5. you \ hardworking	
6. you \ quiet	

	First name
7. you \ noisy	
8. you \ athletic	
9. you \ active	
10. you \ well- behaved	
11. you \ a serious student	
12. you \ artistic	

### 8-3 PAST OF BE: QUESTIONS

YES/NO QUESTIONS	SHORT ANSWER + (LONG ANSWER)	
(a) <b>Were</b> <b>you</b> in class yesterday? (be) + (subject)	→ <b>Yes, I was.</b>	(I was in class yesterday.)
	→ <b>No, I wasn't.</b>	(I wasn't in class yesterday.)
(b) <b>Was</b> <b>Carlos</b> at home last night? (be) + (subject)	→ <b>Yes, he was.</b>	(He was at home last night.)
	→ <b>No, he wasn't.</b>	(He wasn't at home last night.)
INFORMATION QUESTIONS	SHORT ANSWER + (LONG ANSWER)	
(c) <b>Where were</b> <b>you</b> yesterday? Where + (be) + (subject)	→ <b>In class.</b>	(I was in class yesterday.)
(d) <b>Where was</b> <b>Jennifer</b> last night? Where + (be) + (subject)	→ <b>At home.</b>	(She was at home last night.)

□ **EXERCISE 7. Question practice.**

*Directions:* Make questions and give short answers.

1. (*you \ at home \ last night*)

A: Were you at home last night?

B: No, I wasn't.

2. (*Mr. Yamamoto \ absent from class \ yesterday*)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

3. (*Oscar and Anya \ at home \ last night*)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

4. (*you \ nervous \ the first day of class*)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

5. (*Ahmed \ at the library \ last night*)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

6. (*Mr. Shin \ in class \ yesterday*)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_\_

B: At home.

7. (you and your family \ in Canada \ last year)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_\_

B: In Ireland.

8. (you \ be \ at the library \ right now)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_\_

B: In class.

#### □ EXERCISE 8. Let's talk: pairwork.

*Directions:* Work with a partner. Ask and answer questions. If your partner answers *yes*, the exercise item is finished. If your partner answers *no*, ask a *where*-question.

*Example:* in class \ now

PARTNER A (*book open*): (Partner B), are you in class now?

PARTNER B (*book closed*): Yes, I am.

*Example:* at the library \ last night

PARTNER A (*book open*): (Partner B), were you at the library last night?

PARTNER B (*book closed*): No, I wasn't.

PARTNER A (*book open*): Where were you?

PARTNER B (*book closed*): I was (at home \ in my room \ at a party, etc.).

1. at home \ now

5. in (a place in this city) \ now

2. at home \ yesterday morning

6. in (this city) \ last year

3. at home \ last night

7. (your teacher) \ in class \ yesterday

4. in class \ six hours ago

8. (two classmates) \ here \ yesterday

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn now.

9. in (this country) \ two weeks ago

10. in (this country) \ two years ago

11. in (a city) \ now

12. at (a park in this city) \ yesterday afternoon

13. at *(a famous place in this city)* \ this morning\*
14. at *(a popular place for students)* \ last night
15. at home \ this morning
16. *(two students)* \ *(this building)* \ yesterday afternoon

### □ EXERCISE 9. Question practice.

*Directions:* Make questions and give short answers.

1. *(you \ in class \ yesterday)*

A: Were you in class yesterday?

B: Yes, I was.

2. *(Anita \ in class \ today)*

A: Is Anita in class today?

B: No, she isn't. She's absent.

3. *(you \ tired \ last night)*

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_. I went to bed early.

4. *(you \ hungry \ right now)*

A: \_\_\_\_\_

B: No, \_\_\_\_\_, but I'm thirsty.

5. *(the weather \ hot in New York City \ last summer)*

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_. It was very hot.

6. *(the weather \ cold in Alaska \ in the winter)*

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_. It's very cold.



\*If you are asking this question in the morning, use a present verb. If it is now afternoon or evening, use a past verb.

7. (*Yoko and Mohammed \ here \ yesterday afternoon*)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

8. (*the students \ in this class \ intelligent*)

A: \_\_\_\_\_

B: Of course \_\_\_\_\_! They are very intelligent!

9. (*Mr. Tok \ absent \ today*)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

A: Where \_\_\_\_\_

B: \_\_\_\_\_

10. (*Tony and Benito \ at the party \ last night*)

A: \_\_\_\_\_

B: No, \_\_\_\_\_

A: Where \_\_\_\_\_

B: \_\_\_\_\_

11. (*Amy \ out of town \ last week*)

A: \_\_\_\_\_

B: Yes, \_\_\_\_\_

A: Where \_\_\_\_\_

B: \_\_\_\_\_

\_\_\_\_\_



12. (Mr. and Mrs. Rice \ in town \ this week)

A: \_\_\_\_\_

B: No, \_\_\_\_\_. They're out of town.

A: Oh? Where \_\_\_\_\_

B: \_\_\_\_\_

## 8-4 THE SIMPLE PAST TENSE: USING -ED

SIMPLE PRESENT  
SIMPLE PAST

SIMPLE PRESENT  
SIMPLE PAST

(a) I **walk** to school **every day**.

(b) I **walked** to school **yesterday**.

(c) Ann **walks** to school **every day**.

(d) Ann **walked** to school **yesterday**.

verb + **-ed** = the simple past tense

I  
you  
she  
he  
it  
we  
they

+ **walked** (verb + **-ed**)

### □ EXERCISE 10. Sentence practice.

**Directions:** Complete the sentences orally in the simple past. Then write the answers.

1. Every day I walk. Yesterday I \_\_\_\_\_.
2. Every day I work. Yesterday I \_\_\_\_\_.
3. Every day Omar shaves. Yesterday Omar \_\_\_\_\_.
4. Every night Paula watches TV. Last night she \_\_\_\_\_ TV.
5. Every day Mrs. Wu cooks. Last night she \_\_\_\_\_.
6. Every day people smile. Yesterday they \_\_\_\_\_.
7. Every week it rains. Last week it \_\_\_\_\_.
8. Every day we ask questions. Yesterday we \_\_\_\_\_ questions.
9. Every day I talk on the phone. Yesterday I \_\_\_\_\_ on the phone.
10. Every day Tomo listens to music. Yesterday he \_\_\_\_\_ to music.



## □ EXERCISE 11. Sentence practice.

*Directions:* Complete the sentences. Use the words in the list. Use the simple present or the simple past.

<i>ask</i>	<i>erase</i>	<i>smile</i>	<i>walk</i>
<i>cook</i>	✓ <i>rain</i>	<i>stay</i>	<i>watch</i>
<i>dream</i>	<i>shave</i>	<i>wait</i>	<i>work</i>

1. It often rains in the morning. It rained yesterday.
2. I \_\_\_\_\_ to school every morning. I \_\_\_\_\_ to school yesterday morning.
3. Sue often \_\_\_\_\_ questions. She \_\_\_\_\_ a question in class yesterday.
4. I \_\_\_\_\_ a movie on television last night. I usually \_\_\_\_\_ TV in the evening because I want to improve my English.
5. Mike \_\_\_\_\_ his own dinner yesterday evening. He \_\_\_\_\_ his own dinner every evening.
6. I usually \_\_\_\_\_ home at night because I have to study. I \_\_\_\_\_ home last night.
7. I have a job at the library. I \_\_\_\_\_ at the library every evening. I \_\_\_\_\_ there yesterday evening.
8. When I am asleep, I often \_\_\_\_\_. I \_\_\_\_\_ about my family last night.\*
9. Linda usually \_\_\_\_\_ for the bus at a bus stop in front of her apartment building. She \_\_\_\_\_ for the bus there yesterday morning.
10. The teacher \_\_\_\_\_ some words from the board a couple of minutes ago. He used his hand instead of an eraser.

\*The past of *dream* can be *dreamed* or *dreamt*.

11. Our teacher is a warm, friendly person. She often \_\_\_\_\_ when she is talking to us.
12. Rick doesn't have a beard anymore. He \_\_\_\_\_ it five days ago.  
Now he \_\_\_\_\_ every morning.



### □ EXERCISE 12. Let's talk: pairwork.

*Directions:* Work with a partner. Check (✓) all the activities you did yesterday. Tell your partner. Begin with **Yesterday I . . .** Share a few of your partner's answers with the class.

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1. _____ ask the teacher a question   | 8. _____ watch TV                 |
| 2. _____ cook dinner                  | 9. _____ work at my desk          |
| 3. _____ wash some clothes            | 10. _____ wait for a bus          |
| 4. _____ listen to music on the radio | 11. _____ smile at several people |
| 5. _____ use a computer               | 12. _____ talk on a cell phone    |
| 6. _____ stay home in the evening     | 13. _____ dream in English        |
| 7. _____ walk in a park               | 14. _____ dream in my language    |

### □ EXERCISE 13. Pronunciation practice.

*Directions:* Pronounce the words in each group.

**GROUP A:** Final **-ed** is pronounced /t/ if the verb ends in a voiceless sound.\*

- |           |            |            |              |
|-----------|------------|------------|--------------|
| 1. walked | 3. laughed | 5. missed  | 7. stretched |
| 2. washed | 4. helped  | 6. sniffed | 8. watched   |

**GROUP B:** Final **-ed** is pronounced /d/ if the verb ends in a voiced sound.

- |           |           |           |           |            |
|-----------|-----------|-----------|-----------|------------|
| 1. closed | 3. rubbed | 5. filled | 7. loved  | 9. stirred |
| 2. waited | 4. turned | 6. seemed | 8. stayed | 10. hugged |

**GROUP C:** Final **-ed** is pronounced /əd/ if the verb ends in the letter "d" or "t."

- |         |         |          |        |
|---------|---------|----------|--------|
| 1. rent | 2. need | 3. visit | 4. add |
|---------|---------|----------|--------|

\*See Chart 3-8, p. 66, for information about voiceless and voiced sounds.

## □ EXERCISE 14. Listening.



*Directions:* Listen to each sentence and circle the verb you hear.

- |           |         |          |
|-----------|---------|----------|
| 1. play   | plays   | played   |
| 2. play   | plays   | played   |
| 3. watch  | watches | watched  |
| 4. enjoy  | enjoys  | enjoyed  |
| 5. watch  | watches | watched  |
| 6. ask    | asks    | asked    |
| 7. answer | answers | answered |
| 8. listen | listens | listened |
| 9. like   | likes   | liked    |
| 10. work  | works   | worked   |

## □ EXERCISE 15. Let's talk: class activity.

*Directions:* Answer the questions your teacher asks you. Practice pronouncing **-ed**. Close your book for this activity.

*Example:* walk to the front of the room

TEACHER: (*Speaker A*), walk to the front of the room.

SPEAKER A: (*walks to the front of the room*)

TEACHER: (*to Speaker B*) What did (*Speaker A*) do?

SPEAKER B: She/He walked to the front of the room.

TEACHER: (*to Speaker A*) What did you do?

SPEAKER A: I walked to the front of the room.

- |                               |   |
|-------------------------------|---|
| 1. smile                      | 11. wash your hands ( <i>pantomime</i> )  |
| 2. laugh                      | 12. touch the floor                       |
| 3. cough                      | 13. point at the door                     |
| 4. sneeze                     | 14. fold a piece of paper                 |
| 5. shave ( <i>pantomime</i> ) | 15. count your fingers                    |
| 6. erase the board            | 16. push ( <i>something in the room</i> ) |
| 7. sign your name             | 17. pull ( <i>something in the room</i> ) |
| 8. open the door              | 18. yawn                                  |
| 9. close the door             | 19. pick up your pen                      |
| 10. ask a question            | 20. add two and two on the board          |

## 8-5 PAST TIME WORDS: YESTERDAY, LAST, AND AGO

YESTERDAY	LAST	AGO
(a) Bob was here . . . <i>yesterday.</i> <i>yesterday morning.</i> <i>yesterday afternoon.</i> <i>yesterday evening.</i>	(b) Sue was here . . . <i>last night.</i> <i>last week.</i> <i>last month.</i> <i>last year.</i>  <i>last spring.</i> <i>last summer.</i> <i>last fall.</i> <i>last winter.</i>  <i>last Monday.</i> <i>last Tuesday.</i> <i>last Wednesday.</i> <i>etc.</i>	(c) Tom was here . . . <i>five minutes ago.</i> <i>two hours ago.</i> <i>three days ago.</i> <i>a (one) week ago.</i> <i>six months ago.</i> <i>a (one) year ago.</i>

### NOTICE

In (a): *yesterday* is used with *morning*, *afternoon*, and *evening*.

In (b): *last* is used with *night*, with long periods of time (*week*, *month*, *year*), with seasons (*spring*, *summer*, *etc.*), and with days of the week.

In (c): *ago* means "in the past." It follows specific lengths of time (e.g., *two minutes + ago*, *five years + ago*).

### □ EXERCISE 16. Sentence practice.

Directions: Complete the sentences. Use *yesterday* or *last*.

- I dreamed about you \_\_\_\_\_ *last* \_\_\_\_\_ night.
- I was downtown \_\_\_\_\_ morning.
- Two students were absent \_\_\_\_\_ Friday.
- Ann wasn't at home \_\_\_\_\_ night.
- Ann wasn't at home \_\_\_\_\_ evening.
- Carmen was out of town \_\_\_\_\_ week.
- I visited my aunt and uncle \_\_\_\_\_ fall.
- Roberto walked home \_\_\_\_\_ afternoon.
- My sister arrived in Miami \_\_\_\_\_ Sunday.
- We watched TV \_\_\_\_\_ night.

11. Ali played with his children \_\_\_\_\_ evening.
12. Yoko arrived in Los Angeles \_\_\_\_\_ summer.
13. I visited my relatives in San Francisco \_\_\_\_\_ month.
14. My wife and I moved into a new house \_\_\_\_\_ year.
15. Mrs. Porter washed the kitchen floor \_\_\_\_\_ morning.

### □ EXERCISE 17. Sentence practice.

*Directions:* Complete the sentences with your own words. Use **ago**.

1. I'm in class now, but I was at home ten minutes ago / two hours ago / etc.
2. I'm in class today, but I was absent from class \_\_\_\_\_
3. I'm in this country now, but I was in my country \_\_\_\_\_
4. I was in (name of a city) \_\_\_\_\_
5. I was in elementary school \_\_\_\_\_
6. I arrived in this city \_\_\_\_\_
7. There is a nice park in this city. I was at the park \_\_\_\_\_
8. We finished Exercise 16 \_\_\_\_\_
9. I was home in bed \_\_\_\_\_
10. It rained in this city \_\_\_\_\_

### □ EXERCISE 18. Listening.



*Directions:* Listen to the sentences and answer the questions.

**PART 1.** Write today's date.

Today's date is \_\_\_\_\_.

Listen to the sentences and write the dates.

- |           |           |
|-----------|-----------|
| 1. _____. | 5. _____. |
| 2. _____. | 6. _____. |
| 3. _____. | 7. _____. |
| 4. _____. |           |

**PART II.** Write the correct time.

Right now, the time is \_\_\_\_\_.

Listen to the sentences and write the times you hear.

8. \_\_\_\_\_.

9. \_\_\_\_\_.

10. \_\_\_\_\_.

## 8-6 THE SIMPLE PAST: IRREGULAR VERBS (GROUP 1)

Some verbs do not have **-ed** forms. Their past forms are irregular.

PRESENT	PAST
<i>come</i>	<i>- came</i>
<i>do</i>	<i>- did</i>
<i>eat</i>	<i>- ate</i>
<i>get</i>	<i>- got</i>
<i>go</i>	<i>- went</i>
<i>have</i>	<i>- had</i>
<i>put</i>	<i>- put</i>
<i>see</i>	<i>- saw</i>
<i>sit</i>	<i>- sat</i>
<i>sleep</i>	<i>- slept</i>
<i>stand</i>	<i>- stood</i>
<i>write</i>	<i>- wrote</i>

(a) I **come** to class *every day*.

(b) I **came** to class *yesterday*.

(c) I **do** my homework *every day*.

(d) I **did** my homework *yesterday*.

(e) Ann **eats** breakfast *every morning*.

(f) Ann **ate** breakfast *yesterday morning*.

### □ EXERCISE 19. Let's talk: class activity.

**Directions:** Practice using irregular verbs. Close your book for this activity.

**Example:** *come-came*

**TEACHER:** come-came. I come to class every day. I came to class yesterday.  
What did I do yesterday?

**STUDENTS:** (*repeat*) come-came. You came to class yesterday.

1. **do-did** We do exercises in class every day. We did exercises yesterday. What did we do yesterday?

2. **eat-ate** I eat lunch at 12:00 every day. Yesterday I ate lunch at 12:00. What did I do at 12:00 yesterday?

3. **get-got** I get up early every day. I got up early yesterday. What did I do yesterday? Did you get up early yesterday? What time did you get up?

4. **go-went** I go downtown every day. I went downtown yesterday. What did I do yesterday? Did you go downtown? Where did you go?
5. **have-had** I have breakfast every morning. I had breakfast yesterday morning. What did I do yesterday morning? I had toast and fruit for breakfast. What did you have?
6. **put-put** I like hats. I put on a hat every day. What did I do yesterday?
7. **see-saw** I see my best friend every day. Yesterday I saw my best friend. What did I do yesterday? Did you see your best friend? Who did you see?
8. **sit-sat** I usually sit at my desk in the mornings. I sat at my desk yesterday morning. What did I do yesterday morning?
9. **sleep-slept** Sometimes I sleep for a long time at night. I slept for 10 hours last night. What did I do last night? Did you sleep for 10 hours last night? How long did you sleep last night?
10. **stand-stood** I stand at the bus stop every day. I stood at the bus stop yesterday. What did I do yesterday?
11. **write-wrote** I usually write in my journal every day. Yesterday I wrote in my journal. What did I do yesterday? Did you write in your journal? What did you write about?

## □ EXERCISE 20. Let's talk: pairwork.

*Directions:* Work with a partner. Take turns changing the sentences from the present to the past.

*Example:* I have class every day.

PARTNER A: I have class every day. I had class yesterday. Your turn now.

*Example:* Roberto gets mail from home every week.

PARTNER B: Roberto gets mail from home every week. Roberto got mail from home last week. Your turn now.

Partner A
1. Rita gets some mail every day.
2. They go downtown every day.
3. The students stand in line at the cafeteria every day.
4. I see my friends every day.
5. Hamid sits in the front row every day.
6. I sleep for eight hours every night.

Partner B
1. We have lunch every day.
2. I write e-mails to my parents every week.
3. Wai-Leng comes to class late every day.
4. I do my homework every day.
5. I eat breakfast every morning.
6. Roberto puts his books in his briefcase every day.

## □ EXERCISE 21. Verb review.

*Directions:* Complete the sentences. Use the words in parentheses. Use the simple present, the present progressive, or the simple past. Pay attention to spelling.

1. I (*get*) got up at eight o'clock yesterday morning.
2. Mary (*talk*) \_\_\_\_\_ to John on the phone last night.
3. Mary (*talk*) \_\_\_\_\_ to John on the phone right now.
4. Mary (*talk*) \_\_\_\_\_ to John on the phone every day.
5. Jim and I (*eat*) \_\_\_\_\_ lunch at the cafeteria two hours ago.
6. We (*eat*) \_\_\_\_\_ lunch at the cafeteria every day.
7. I (*go*) \_\_\_\_\_ to bed early last night.
8. My roommate (*study*) \_\_\_\_\_ Spanish last year.
9. Sue (*write*) \_\_\_\_\_ an e-mail to her parents yesterday.
10. Sue (*write*) \_\_\_\_\_ an e-mail to her parents every week.
11. Sue is in her room right now. She (*sit*) \_\_\_\_\_ at her desk.
12. Maria (*do*) \_\_\_\_\_ her homework last night.
13. Yesterday I (*see*) \_\_\_\_\_ Fumiko at the library.
14. I (*have*) \_\_\_\_\_ a dream last night. I (*dream*) \_\_\_\_\_ about my friends. I (*sleep*) \_\_\_\_\_ for eight hours.
15. A strange thing (*happen*) \_\_\_\_\_ to me yesterday. I couldn't remember my own telephone number.
16. My wife (*come*) \_\_\_\_\_ home around five every day.
17. Yesterday she (*come*) \_\_\_\_\_ home at 5:15.
18. Our teacher (*stand*) \_\_\_\_\_ in the middle of the room right now.
19. Our teacher (*stand*) \_\_\_\_\_ in the front of the room yesterday.



20. Tom (*put*) \_\_\_\_\_ the butter in the refrigerator yesterday.
21. He (*put*) \_\_\_\_\_ the milk in the refrigerator every day.
22. Pablo usually (*sit*) \_\_\_\_\_ in the back of the room, but yesterday he (*sit*) \_\_\_\_\_ in the front row. Today he (*be*) \_\_\_\_\_ absent. He (*be*) \_\_\_\_\_ absent two days ago too.

## □ EXERCISE 22. Listening.



*Directions:* Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

*Example:* He did . . . . his homework a good job absent

- |                 |                    |                 |
|-----------------|--------------------|-----------------|
| 1. a chair      | some rice          | some numbers    |
| 2. on the floor | a man              | together        |
| 3. late         | yesterday          | car             |
| 4. an answer    | pretty             | a book          |
| 5. a good grade | last month         | a new truck     |
| 6. a watch      | next to my parents | at the bus stop |

## □ EXERCISE 23. Let's talk: small groups.

*Directions:* Work in small groups. Use numbers to put the sentences in correct story order. Then finish the story. Share it with the class.

- 2 He looked up at the stars.
- \_\_\_\_\_ He put the postcard down and went to sleep.
- \_\_\_\_\_ The bear stood next to his tent.
- \_\_\_\_\_ The next morning, John sat up and rubbed his eyes.
- 1 One night, John went camping.
- \_\_\_\_\_ They were beautiful.
- \_\_\_\_\_ He wrote a postcard to his girlfriend.
- \_\_\_\_\_ The bear had his postcard.
- \_\_\_\_\_ He saw a bear.



## 8-7 THE SIMPLE PAST: NEGATIVE

SUBJECT	+	DID	+	NOT	+	MAIN VERB	
(a) I		<b>did</b>		<b>not</b>		<b>walk</b>	to school yesterday.
(b) You		<b>did</b>		<b>not</b>		<b>walk</b>	to school yesterday.
(c) Tom		<b>did</b>		<b>not</b>		<b>eat</b>	lunch yesterday.
(d) They		<b>did</b>		<b>not</b>		<b>come</b>	to class yesterday.
INCORRECT: <i>I did not walked to school yesterday.</i> INCORRECT: <i>Tom did not ate lunch yesterday.</i>							
							<div> <div> I you she he it we they </div> <div> } </div> <div> + <b>did not</b> + main verb* </div> </div>
							Notice: The simple form of the main verb is used with <b>did not</b> .
(e) I		<b>didn't</b>				<b>walk</b>	to school yesterday.
(f) Tom		<b>didn't</b>				<b>eat</b>	lunch yesterday.
							NEGATIVE CONTRACTION <b>did + not = didn't</b>

\*EXCEPTION: **did** is NOT used when the main verb is **be**. See Charts 8-2, p. 214, and 8-3, p. 216.

CORRECT: Joe *wasn't* here yesterday.

INCORRECT: Joe *didn't be* here yesterday.

### □ EXERCISE 24. Sentence practice.

Directions: Complete the sentences. Use **not**.

- I don't go to the park every day. I went to the park last week, but I \_\_\_\_\_ *didn't go* \_\_\_\_\_ there yesterday.
- We don't have rain every day. We had rain two days ago, but we \_\_\_\_\_ rain yesterday.
- Linda doesn't sit in the front row every day. She sat there yesterday, but she \_\_\_\_\_ there two days ago.
- Mrs. Romano and her son don't talk on the phone every day. They talked to each other last weekend, but they \_\_\_\_\_ on the phone last night.

### □ EXERCISE 25. Let's talk: pairwork.

Directions: Work with a partner. Take turns using **I don't ... every day** and **I didn't ... yesterday**.

Example: walk to school

PARTNER A: I don't walk to school every day. I didn't walk to school yesterday. Your turn now.

Example: listen to the radio

PARTNER B: I don't listen to the radio every day. I didn't listen to the radio yesterday. Your turn now.

Partner A
1. eat breakfast
2. watch TV
3. go shopping
4. read a newspaper
5. study

Partner B
1. go to the library
2. visit my friends
3. see ( <i>name of a person</i> )
4. do my homework
5. get on the Internet

## □ EXERCISE 26. Let's talk: class activity.

*Directions:* Practice present and past negatives. Close your books for this activity.

Speaker A: Use ***I don't*** and ***I didn't***. Use an appropriate past time expression with ***didn't***.

Speaker B: Report what Speaker A said. Use ***She/He doesn't*** and then ***She/He didn't*** with an appropriate past time expression.

*Example:* walk to school every morning

TEACHER: walk to school every morning

SPEAKER A: I don't walk to school every morning. I didn't walk to school yesterday morning.

TEACHER: (*to Speaker B*) Tell me about (*Speaker A*).

SPEAKER B: She/He doesn't walk to school every morning. She/He didn't walk to school yesterday morning.

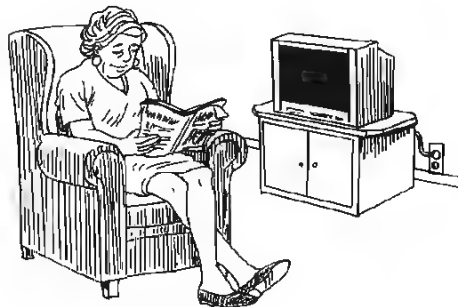
- |   |                                       |
|---|---------------------------------------|
| 1. eat breakfast every morning          | 6. dream in English every night       |
| 2. watch TV every night                 | 7. visit my aunt and uncle every year |
| 3. talk to ( <i>someone</i> ) every day | 8. write to my parents every week     |
| 4. play soccer every afternoon          | 9. read the newspaper every morning   |
| 5. study grammar every evening          | 10. pay all of my bills every month   |

## □ EXERCISE 27. Sentence practice.

*Directions:* Complete the sentences. Use the words in parentheses. Use simple present, simple past, or present progressive.

- Jasmin (*come, not*) didn't come to the meeting yesterday. She (*stay*)                      in her office.
- I (*go*)                      to a movie last night, but I (*enjoy, not*)                      it. It (*be, not*)                      very good.

3. Sue (*read*) \_\_\_\_\_ a magazine right now. She (*watch, not*) \_\_\_\_\_ TV. She (*like, not*) \_\_\_\_\_ to watch TV during the day.



4. Toshi is a busy student. Sometimes he (*eat, not*) \_\_\_\_\_ lunch because he (*have, not*) \_\_\_\_\_ enough time between classes. Yesterday he (*have, not*) \_\_\_\_\_ time for lunch. He (*get*) \_\_\_\_\_ hungry during his afternoon class.

#### □ EXERCISE 28. Let's talk: small groups.

**Directions:** Work in groups of six to eight students. Tell your group things you ***didn't do yesterday***. Repeat the information from the other students in your group.

**Example:**

SPEAKER A: I didn't go to the zoo yesterday.

SPEAKER B: (*Speaker A*) didn't go to the zoo yesterday. I didn't have lunch in Beijing yesterday.

SPEAKER C: (*Speaker A*) didn't go to the zoo yesterday. (*Speaker B*) didn't have lunch in Beijing yesterday. I didn't swim in the Pacific Ocean yesterday.

Etc.

**Suggestions:**

go (*someplace*)

walk to (*a place*)

have (*a meal*)

eat (*something*)

swim (*in a place*)

sing (*in the shower*)

visit (*a person*)

talk to (*a person*)

use (*something*)

drive to (*a place*)

fly to (*a place*)

study (*a subject*)

buy (*something*)

sleep in (*a place*)

wear (*something*)

see (*someone*)

wake up (*at a time*)

## 8-8 THE SIMPLE PAST: YES/NO QUESTIONS

DID + SUBJECT + MAIN VERB				SHORT ANSWER + (LONG ANSWER)	
(a)	<b>Did</b>	<b>Mary</b>	<b>walk</b> to school?	→ <b>Yes, she did.</b>	(She walked to school.)
				→ <b>No, she didn't.</b>	(She didn't walk to school.)
(b)	<b>Did</b>	<b>you</b>	<b>come</b> to class?	→ <b>Yes, I did.</b>	(I came to class.)
				→ <b>No, I didn't.</b>	(I didn't come to class.)

### □ EXERCISE 29. Question practice.

*Directions:* Make questions. Give short answers.

1. A: Did you walk downtown yesterday?  
 B: Yes, I did. (I walked downtown yesterday.)
2. A: Did it rain last week?  
 B: No, it didn't. (It didn't rain last week.)
3. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I ate lunch at the cafeteria.)
4. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Mr. Kwan didn't go out of town last week.)
5. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I had a cup of tea this morning.)
6. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Benito and I went to a party last night.)
7. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Olga studied English in high school.)
8. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (Yoko and Ali didn't do their homework last night.)
9. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I saw Gina at dinner last night.)

10. A: \_\_\_\_\_

B: \_\_\_\_\_ (I didn't dream in English last night.)

### □ EXERCISE 30. Listening.



*Directions:* Listen to the questions and write the words you hear.

*Example:*

You will hear: Did you eat breakfast this morning?

You will write: Did you eat breakfast this morning?

1. \_\_\_\_\_ do well on the test?
2. \_\_\_\_\_ finish the assignment?
3. \_\_\_\_\_ make sense?
4. \_\_\_\_\_ answer your question?
5. \_\_\_\_\_ need more help?
6. \_\_\_\_\_ understand the homework?
7. \_\_\_\_\_ explain the project?
8. \_\_\_\_\_ complete the project?
9. \_\_\_\_\_ do well?
10. \_\_\_\_\_ pass the class?

### □ EXERCISE 31. Let's talk: pairwork.

*Directions:* Work with a partner. Ask questions about her/his activities this morning.

*Example:* walk to school

PARTNER A (*book open*): Did you walk to school this morning?

PARTNER B (*book closed*): Yes, I did. OR No, I didn't.

1. get up at seven
2. eat breakfast
3. study English
4. walk to class
5. talk to (*name of a person*)
6. see (*name of a person*)

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn to talk now.

7. make your bed
8. go shopping
9. have a cup of tea
10. watch TV
11. listen to the radio
12. read a newspaper

### ☐ EXERCISE 32. Let's talk: find someone who . . . .

*Directions:* Interview your classmates. Find people who can answer *yes* to your questions. Write down their names.

Speaker A: Make a complete question with the given verb. Use the past tense. Ask (*Speaker B*) the question.

Speaker B: Answer the question. Give both a short answer and a long answer.

*Example:* eat ice cream \ yesterday?

SPEAKER A: Did you eat ice cream yesterday?

SPEAKER B: No, I didn't.

SPEAKER A: (*Ask another student.*) Did you eat ice cream yesterday?

SPEAKER C: Yes, I did. I ate ice cream yesterday.

	First name
1. eat rice \ yesterday	
2. do homework \ last night	
3. get an e-mail \ yesterday	
4. go shopping \ yesterday	
5. sleep well \ last night	
6. a. have coffee for breakfast \ this morning b. put sugar in your coffee \ this morning	
7. see a good movie \ last week	
8. write in English \ today	
9. sit on the floor \ yesterday	
10. stand in line for something \ last week	

### □ EXERCISE 33. Listening.



*Directions:* Listen to the reductions in spoken English. In spoken questions, **did** and the pronoun that follows are often reduced.

**PART I.** Listen to the examples.

1. **Did you** (“dih-juh”) read the paper this morning?
2. A: Tom called.  
B: **Did he** (“dih-de”) leave a message?
3. A: Sara called.  
B: **Did she** (“dih-she”) leave a message?
4. **Did it** (“dih-dit”) rain yesterday?
5. A: The children are watching TV.  
B: **Did they** (“dih-they”) finish their homework?
6. I can't find my notebook. **Did I** (“dih-di”) leave it on your desk?

**PART II.** Listen to the sentences. You will hear reduced speech **did** + *pronoun*. Write the non-reduced forms.

*Examples:*

You will hear: “Dih-dit” rain yesterday?

You will write: Did it rain yesterday?

You will hear: “Dih-juh” come to class yesterday?

You will write: Did you come to class yesterday?

1. \_\_\_\_\_ finish the homework assignment?
2. \_\_\_\_\_ take a long time?
3. \_\_\_\_\_ hear my question?
4. \_\_\_\_\_ hear my question?
5. \_\_\_\_\_ speak loud enough?
6. \_\_\_\_\_ understand the information?
7. \_\_\_\_\_ understand the information?
8. \_\_\_\_\_ want more help?
9. \_\_\_\_\_ explain it okay?
10. \_\_\_\_\_ do a good job?



## 8-9 IRREGULAR VERBS (GROUP 2)

*bring – brought*  
*buy – bought*  
*catch – caught*  
*drink – drank*

*drive – drove*  
*read – read\**  
*ride – rode*

*run – ran*  
*teach – taught*  
*think – thought*

\*The past form of *read* is pronounced the same as the color *red*.

### □ EXERCISE 34. Let's talk: class activity.

*Directions:* Practice using irregular verbs. Close your book for this activity.

*Example:* **teach–taught**

TEACHER: **teach–taught.** I teach class every day. I taught class yesterday. What did I do yesterday?

STUDENTS: (*repeat*) **teach–taught.** You taught class.

1. **bring–brought** I bring my book to class every day. I brought my book to class yesterday. What did I do yesterday?
2. **buy–bought** I buy books at the bookstore. I bought a book yesterday. What did I do yesterday?
3. **catch–caught** I catch the bus every day. I caught the bus yesterday. What did I do yesterday? Sometimes I catch a cold. Yesterday I caught a bad cold. What did I do yesterday?
4. **think–thought** I often think about my family. I thought about my family yesterday. What did I do yesterday?
5. **REVIEW:** What did I bring to class yesterday? What did you bring yesterday? What did I buy yesterday? What did you buy yesterday? Did you teach class yesterday? Who did? Did I walk to class yesterday, or did I catch the bus? What did I think about yesterday? What did you think about yesterday?
6. **run–ran** Sometimes I'm late for class, so I run. Yesterday I was late, so I ran. What did I do yesterday?
7. **read–read** I like to read books. I read every day. Yesterday I read a book. What did I do yesterday? What did you read yesterday?
8. **drink–drank** I usually drink a cup of coffee in the morning. I drank a cup of coffee this morning. What did I do this morning? Did you drink a cup of coffee this morning? What do you usually drink in the morning? Do you drink the same thing every morning?
9. **drive–drove** I usually drive my car to school. I drove my car to school this morning. What did I do this morning? Who has a car? Did you drive to school this morning?
10. **ride–rode** Sometimes I ride the bus to school. I rode the bus yesterday morning. What did I do yesterday morning? Who rode the bus to school this morning?

11. REVIEW: I was late for class yesterday morning, so what did I do? What did I read yesterday? What did you read yesterday? Did you read a newspaper this morning? What did I drink this morning? What did you drink this morning? I have a car. Did I drive to school this morning? Did you? Did you ride the bus?

□ EXERCISE 35. Sentence practice.

Directions: Complete the sentences. Use the words in parentheses.

1. A: Why are you out of breath?

B: I (*run*) \_\_\_\_\_ to class because I was late.

2. A: I (*ride*) \_\_\_\_\_ the bus to school yesterday. How did you get to school?

B: I (*drive*) \_\_\_\_\_ my car.

3. A: Did you decide to change schools?

B: I (*think*) \_\_\_\_\_ about it, but then I decided to stay here.

4. A: (*you, go*) \_\_\_\_\_ shopping yesterday?

B: Yes. I (*buy*) \_\_\_\_\_ a new pair of shoes.

5. A: (*you, study*) \_\_\_\_\_ last night?

B: No, I didn't. I was tired. I (*read*) \_\_\_\_\_ a magazine and then (*go*) \_\_\_\_\_ to bed early.

6. A: Do you like milk?

B: No. I (*drink*) \_\_\_\_\_ milk when I (*be*) \_\_\_\_\_ a child, but I don't like milk now.

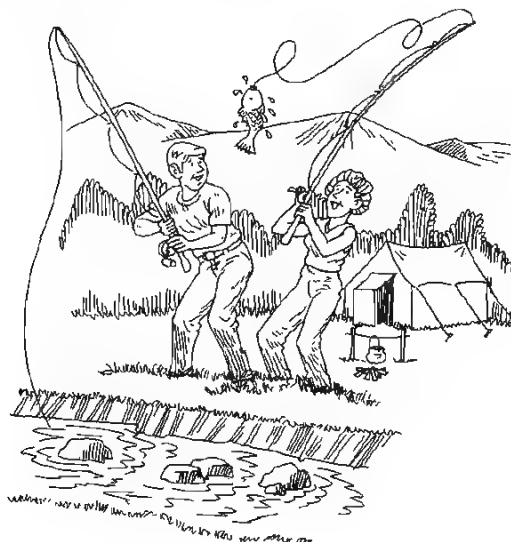
7. A: Did you leave your dictionary at home?

B: No. I (*bring*) \_\_\_\_\_ it to class with me.

8. Yesterday Yoko (*teach*) \_\_\_\_\_ us how to say "thank you" in Japanese. Kim (*teach*) \_\_\_\_\_ us how to say "I love you" in Korean.

9. A: Did you enjoy your fishing trip?

B: I had a wonderful time! I (catch) \_\_\_\_\_ a lot of fish.



□ **EXERCISE 36. Let's talk: pairwork.**

*Directions:* Work with a partner. Take turns asking and answering questions about the past.

Partner A: Make a complete question with the given verb. Use the simple past.  
Ask your partner the question.

Partner B: Answer the question. Give both a short answer and a long answer.

*Example:* drink

PARTNER A: Did you drink a cup of coffee this morning?

PARTNER B: Yes, I did. I drank a cup of coffee this morning. OR

No, I didn't. I didn't drink a cup of coffee this morning.

PARTNER A: Your turn now.

Partner A
1. eat
2. buy
3. get up
4. have
5. go
6. study
7. drink
8. read
9. drive

Partner B
1. sleep
2. go
3. talk to
4. walk
5. watch
6. listen to
7. see
8. think about
9. rain

### □ EXERCISE 37. Listening.



**Directions:** Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

**Example:** He drank . . . bread some tea water

- |              |              |               |
|--------------|--------------|---------------|
| 1. last week | a fish       | happy         |
| 2. very fast | a house      | to the store  |
| 3. books     | the children | the newspaper |
| 4. a story   | yesterday    | a horse       |
| 5. good      | some food    | a doctor      |
| 6. people    | into town    | home          |

### □ EXERCISE 38. Writing practice.

**Directions:** Use the expressions in the list below to write sentences about yourself. When did you do these things *in the past*? Use the simple past tense and past time expressions (**yesterday, two days ago, last week, etc.**) in all of your sentences.

**Example:** go downtown with (*someone*)

**Response:** I went downtown with Marco two days ago.

1. arrive in (*this city*)
2. eat at a restaurant
3. buy (*something*)
4. have a cold
5. be in elementary school
6. drink a cup of tea
7. talk to (*someone*) on the phone
8. study arithmetic
9. read a newspaper
10. play (soccer, a pinball machine, etc.)
11. see (*someone or something*)
12. think about (*someone or something*)
13. be born

## 8-10 IRREGULAR VERBS (GROUP 3)

**break – broke**

**fly – flew**

**hear – heard**

**leave – left**

**meet – met**

**pay – paid**

**ring – rang**

**send – sent**

**sing – sang**

**speak – spoke**

**take – took**

**wake up – woke up**

### □ EXERCISE 39. Let's talk: class activity.

*Directions:* Practice using irregular verbs. Close your book for this activity.

*Example: break-broke*

TEACHER: break broke. Sometimes a person breaks an arm or a leg.

I broke my arm five years ago. What happened five years ago?

STUDENTS: (*repeat*) break-broke. You broke your arm.

TEACHER: (*to Student A*) Did you ever break a bone?

STUDENT A: Yes. I broke my leg ten years ago.

1. **fly-flew** Sometimes I fly home in an airplane. I flew home in an airplane last month. What did I do last month? When did you fly to this city?
2. **hear-heard** I hear birds singing every morning. I heard birds singing yesterday. What did I hear yesterday? What did you hear when you woke up this morning?
3. **pay-paid** I pay the rent every month. I paid the rent last month. What did I do last month? Did you pay your rent last month?
4. **send-sent** I send my mother a gift every year on her birthday. I sent my mother a gift last year on her birthday. What did I do last year? When did you send a gift to someone?
5. **leave-left** I leave for school at 8:00 every morning. I left for school yesterday at 8:00 A.M. What did I do at 8:00 A.M. yesterday? What time did you leave for class this morning?
6. **meet-met** I meet new people every week. Yesterday I met ( . . . )'s friend. What did I do yesterday? Do you know ( . . . )? When did you meet him/her?
7. **take-took** I take my younger brother to the movies every month. I took my younger brother to the movies last month. What did I do last month? Who has a younger brother or sister? Where and when did you take him/her someplace?
8. **wake-woke** I usually wake up at six. This morning I woke up at six-thirty. What time did I wake up this morning? What time did you wake up this morning?
9. **speak-spoke** I speak to many students every day. Before class today, I spoke to ( . . . ). Who did I speak to? Who did you speak to before class today?
10. **ring-rang** The phone in our apartment rings a lot. This morning it rang at six-thirty and woke me up. What happened at six-thirty this morning? Who had a telephone call this morning? What time did the phone ring?
11. **sing-sang** I sing in the shower every morning. I sang in the shower yesterday. What did I do yesterday? Do you ever sing? When was the last time?
12. **break-broke** Sometimes I break things. This morning I dropped a glass on the floor, and it broke. What happened this morning? When did you break something?

□ **EXERCISE 40. Sentence practice.**

*Directions:* Complete the sentences. Use the correct form of the verbs in the list.

<i>break</i>	<i>leave</i>	<i>ring</i>	<i>speak</i>
<i>fly</i>	<i>meet</i>	<i>send</i>	<i>take</i>
<i>hear</i>	<i>pay</i>	<i>sing</i>	<i>wake</i>

1. A: What happened to your finger?

B: I \_\_\_\_\_ it in a soccer game.

2. A: Who did you talk to at the director's office?

B: I \_\_\_\_\_ to the secretary.

3. A: When did Jessica leave for Europe?

B: She \_\_\_\_\_ for Europe five days ago.

4. A: Did you write Ted a letter?

B: No, but I \_\_\_\_\_ him a postcard.

5. A: Do you know Meg Adams?

B: Yes. I \_\_\_\_\_ her a couple of weeks ago.

6. A: Why did you call the police?

B: Because I \_\_\_\_\_ a burglar!

7. A: Where did you go yesterday?

B: I \_\_\_\_\_ the children to the zoo.

8. A: What time did you get up this morning?

B: 6:15.

A: Why did you get up so early?

B: The telephone \_\_\_\_\_.

9. A: Did you enjoy the party?

B: Yes, I had a good time. We \_\_\_\_\_ songs and danced. It was fun.

10. A: You look sleepy.

B: I am. I \_\_\_\_\_ up before dawn this morning and couldn't get back to sleep.

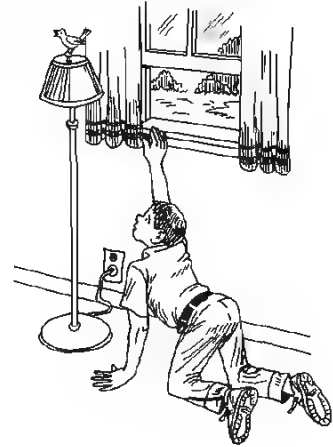
11. A: A bird \_\_\_\_\_ into our apartment yesterday through an open window.

B: Really? What did you do?

A: I caught it and took it outside.

12. A: Did you give the painter a check?

B: No. I \_\_\_\_\_ him in cash.



#### □ EXERCISE 41. Listening.



*Directions:* Listen to the story. Then read each sentence and circle the best answer.

- |  |     |    |
|--|-----|----|
| 1. The man was at the doctor's office. | yes | no |
| 2. He took some medicine.              | yes | no |
| 3. He was in bed for a short time.     | yes | no |
| 4. The man spoke to the nurse.         | yes | no |
| 5. He is feeling okay now.             | yes | no |

### 8-11 IRREGULAR VERBS (GROUP 4)

*begin – began*

*find – found*

*lose – lost*

*hang – hung*

*say – said*

*sell – sold*

*steal – stole*

*tell – told*

*tear – tore*

*wear – wore*

#### □ EXERCISE 42. Let's talk: class activity.

*Directions:* Practice using irregular verbs. Close your book for this activity.

*Example: begin–began*

TEACHER: begin began. Our class begins at (9:00) every day. Class began at (9:00 this morning). When did class begin (this morning)?

STUDENTS: (repeat) begin–began. Class began (this morning) at (9:00).



1. **lose–lost** Sometimes I lose things. Yesterday I lost my keys. What did I lose yesterday?
2. **find–found** Sometimes I lose things. And then I find them. Yesterday I lost my keys, but then I found them in my jacket pocket. What did I do yesterday?
3. **tear–tore** If we make a mistake when we write a check, we tear the check up. Yesterday I made a mistake when I wrote a check, so I tore it up and wrote a new check. What did I do yesterday?
4. **sell–sold** People sell things that they don't need anymore. ( . . . ) has a new bicycle, so he/she sold his/her old bicycle. What did ( . . . ) do?
5. **hang–hung** I like to hang pictures on my walls. This morning I hung a new picture in my bedroom. What did I do this morning?
6. **tell–told** The kindergarten teacher likes to tell stories to her students. Yesterday she told a story about a little red train. What did the teacher do yesterday?
7. **wear–wore** I wear a sweater to class every evening. Last night I wore a jacket as well. What did I wear last night?
8. **steal–stole** Thieves steal money and other valuables. Last month a thief stole my aunt's pearl necklace. What did a thief do last month?
9. **say–said** People usually say "hello" when they answer a phone. When ( . . . ) answered his/her phone this morning, he/she said "hello." What did ( . . . ) do this morning?

### □ EXERCISE 43. Sentence practice.

*Directions:* Complete the sentences with the given words.

<i>begin</i>	<i>say</i>	<i>tear</i>
<i>find</i>	<i>sell</i>	<i>tell</i>
<i>hang</i>	<i>steal</i>	<i>wear</i>
<i>lose</i>		

1. A: Did you go to the park yesterday?  
 B: No. We stayed home because it \_\_\_\_\_ to rain.  
 A: Oh, that's too bad.
2. A: Susie is in trouble.  
 B: Why?  
 A: She \_\_\_\_\_ a lie. Her mom and dad are upset.  
 B: I'm sure she's sorry.



3. A: May I please have your homework?

B: I don't have it. I \_\_\_\_\_ it.

A: What?

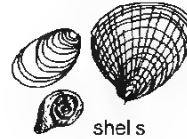
B: I can't find it anywhere.

4. A: Where's my coat?

B: I \_\_\_\_\_ it up in the closet for you.

5. A: Where did you get that pretty shell?

B: I \_\_\_\_\_ it on the beach.



6. A: Do you still have your bicycle?

B: No. I \_\_\_\_\_ it because I needed some extra money.

7. A: It's hot in here.

B: Excuse me? What did you say?

A: I \_\_\_\_\_, "It's hot in here."

8. A: Why did you take the bus to work this morning? Why didn't you drive?

B: Because somebody \_\_\_\_\_ my car last night.

A: Did you call the police?

B: Of course I did.

9. A: Did you wear your blue jeans to the job interview?

B: Of course not! I \_\_\_\_\_ a suit.

10. A: I wrote the wrong amount on the check,  
so I had to write a new check.

B: What did you do with the first check?

A: I \_\_\_\_\_ it into pieces.



#### □ EXERCISE 44. Listening.



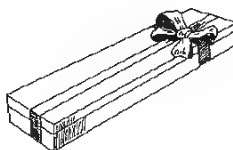
*Directions:* Listen to the story. Then read each sentence and circle the best answer.

- |   |     |    |
|---|-----|----|
| 1. The woman lost her mother's ring.            | yes | no |
| 2. Someone stole the ring.                      | yes | no |
| 3. Her dog found the ring in the garden.        | yes | no |
| 4. Her mother wore the ring for a while.        | yes | no |
| 5. The woman was happy at the end of the story. | yes | no |

#### □ EXERCISE 45. Chapter review.

*Directions:* You went to a birthday party last night. A friend is asking you questions about it. Complete the sentences with **did**, **was**, or **were**.

1. \_\_\_\_\_ you go with a friend?
2. \_\_\_\_\_ your friends at the party?
3. \_\_\_\_\_ the party fun?
4. \_\_\_\_\_ many people there?
5. \_\_\_\_\_ you have a good time?
6. \_\_\_\_\_ you eat a piece of birthday cake?
7. \_\_\_\_\_ everyone sing "Happy Birthday"?
8. \_\_\_\_\_ there a birthday cake?
9. \_\_\_\_\_ you hungry?
10. \_\_\_\_\_ you take a present?



#### □ EXERCISE 46. Chapter review.

*Directions:* Complete the sentences with **was**, **were**, or **did**.

1. I did not go to work yesterday. I was sick, so I stayed home from the office.
2. Tom \_\_\_\_\_ not in his office yesterday. He \_\_\_\_\_ not go to work.

3. A: \_\_\_\_\_ Mr. Chan in his office yesterday?  
 B: Yes.  
 A: \_\_\_\_\_ you see him about your problem?  
 B: Yes. He answered all my questions. He \_\_\_\_\_ very helpful.
4. A: \_\_\_\_\_ you at the meeting yesterday?  
 B: What meeting?  
 A: \_\_\_\_\_ you forget about the meeting?  
 B: I guess so. What meeting?  
 A: The meeting with the president of the company about health insurance.  
 B: Oh. Now I remember. No, I \_\_\_\_\_ not there. \_\_\_\_\_ you?  
 A: Yes. I can tell you all about it.  
 B: Thanks.
5. A: Where \_\_\_\_\_ you yesterday?  
 B: I \_\_\_\_\_ at the zoo.  
 A: \_\_\_\_\_ you enjoy it?  
 B: Yes, but the weather \_\_\_\_\_ very hot. I tried to stay out of the sun. Most of the animals \_\_\_\_\_ in their houses or in the shade. The sun \_\_\_\_\_ too hot for them too. They \_\_\_\_\_ not want to be outside.

#### □ EXERCISE 47. Chapter review.

Directions: Make questions and give short answers.

1. A: Do you live in an apartment?  
 B: Yes, I do. (I live in an apartment.)
2. A: Do you have a roommate?  
 B: No, I don't. (I don't have a roommate.)

3. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I don't want a roommate.)
4. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I had a roommate last year.)  
 It didn't work out.
5. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (He was difficult to live with.)  
 A: What did he do?  
 B: He never picked up his dirty clothes. He never washed his dirty dishes. He was always late with his share of the rent.
6. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I asked him to keep the apartment clean.)  
 He always agreed, but he never did it.
7. A: \_\_\_\_\_  
 B: \_\_\_\_\_ (I was glad when he left.)  
 I like living alone.

☐ **EXERCISE 48. Class activity.**

*Directions:* Walk around the room. Ask your classmates questions about the present and the past. Change classmates with every topic.

*Example:* walk to school

SPEAKER A: Do you walk to school every day?

SPEAKER B: Yes, I do. OR No, I don't.

SPEAKER A: Did you walk to school this morning?

SPEAKER B: Yes, I did. I walked with a friend. OR No, I didn't.

- |  |   |
|--|---|
| 1. go downtown                             | 9. wear ( <i>an article of clothing</i> ) |
| 2. dream in color                          | 10. laugh out loud at least two times     |
| 3. talk to ( <i>someone</i> ) on the phone | 11. speak ( <i>a language</i> )           |
| 4. come to grammar class on time           | 12. go to ( <i>a place in this city</i> ) |
| 5. sing in the shower                      | 13. read at least one book                |
| 6. eat at least two pieces of fresh fruit  | 14. go swimming                           |
| 7. think about your family                 | 15. go shopping                           |
| 8. cook your own dinner                    |   |

#### □ EXERCISE 49. Let's talk: game.

*Directions:* Your teacher will say the simple form of a verb. Your team will give the past tense. Close your book for this activity.

*Example:*

TEACHER: Team A: come

TEAM A: (*all together*) came

TEACHER: That's one point.

TEACHER: Team B: eat

TEAM B: (*all together*) ate

TEACHER: That's one point.

- |           |           |             |
|-----------|-----------|-------------|
| 1. fly    | 11. pay   | 21. leave   |
| 2. bring  | 12. hear  | 22. have    |
| 3. read   | 13. catch | 23. pay     |
| 4. tell   | 14. find  | 24. meet    |
| 5. stand  | 15. sleep | 25. sit     |
| 6. teach  | 16. think | 26. take    |
| 7. drink  | 17. ride  | 27. ring    |
| 8. wear   | 18. break | 28. write   |
| 9. buy    | 19. say   | 29. sing    |
| 10. speak | 20. get   | 30. wake up |

#### □ EXERCISE 50. Chapter review: error analysis.

*Directions:* Correct the errors.

1. Someone stealed my bicycle two day ago.
2. Did you went to the party yesterday weekend?
3. I hear a really interesting story yesterday.
4. The teacher not ready for class yesterday.
5. Did came Joe to work last week?
6. Yesterday night I staid home and working on my science project.
7. Several students wasn't on time for the final exam yesterday.
8. Your fax came before ten minutes. Did you got it?

9. Did you all your friends to your graduation party invite?
10. I slept too late this morning and was missed the bus.
11. The market no have any bananas yesterday. I get there too late.
12. Was you nervous about your test the last week?
13. I didn't saw you at the party. Did you be there?

☐ **EXERCISE 51. Review.**

*Directions:* Think about the years your grandparents grew up in. What kinds of things did they do? What kinds of things didn't they do? Write sentences. Work with a partner or in small groups.

*Example:* My grandparents didn't use computers.  
My grandfather walked to work.



# CHAPTER 9

## Expressing Past Time, Part 2

### 9-1 THE SIMPLE PAST: USING *WHERE*, *WHEN*, *WHAT TIME*, AND *WHY*

QUESTION			SHORT ANSWER
(a)	<i>Did</i> you <i>go</i>	downtown?	→ Yes, I did. / No, I didn't.
(b) <b>Where</b>	<i>did</i> you <i>go</i> ?		→ <b>Downtown.</b>
(c)	Were you	downtown?	→ Yes, I was. / No, I wasn't.
(d) <b>Where</b>	were you?		→ <b>Downtown.</b>
(e)	<i>Did</i> you <i>run</i>	because you were late?	→ Yes, I did. / No, I didn't.
(f) <b>Why</b>	<i>did</i> you <i>run</i> ?		→ <b>Because I was late.</b>
(g)	<i>Did</i> Ann <i>come</i>	at six?	→ Yes, she did. / No, she didn't.
(h) <b>When</b> <b>What time</b>	<i>did</i> Ann <i>come</i> ?		→ <b>At six.</b>
COMPARE			
(i) <b>What time</b> did Ann come?	→ <b>At six.</b> → <b>Seven o'clock.</b> → <b>Around 9:30.</b>	<b>What time</b> usually asks for a specific time on a clock.  The answer to <b>when</b> can be various expressions of time.	
(j) <b>When</b> did Ann come?	→ <b>At six.</b> → <b>Friday.</b> → <b>June 15th.</b> → <b>Last week.</b> → <b>Three days ago.</b>		

#### □ EXERCISE 1. Question practice.

*Directions:* Make questions. Use **where**, **when**, **what time**, or **why**.

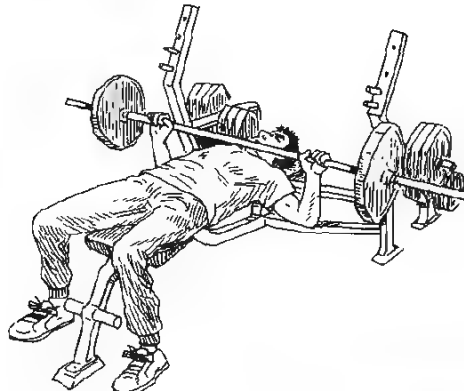
1. A: Where did you go yesterday?

B: To the zoo. (I went to the zoo yesterday.)

2. A: \_\_\_\_\_

B: Last month. (Mr. Chu arrived in Canada last month.)

3. A: \_\_\_\_\_  
B: At 7:05. (My plane arrived at 7:05.)
4. A: \_\_\_\_\_  
B: Because I was tired. (I stayed home last night because I was tired.)
5. A: \_\_\_\_\_  
B: Because I stayed up the night before. (I was tired because I stayed up the night before.)
6. A: \_\_\_\_\_  
B: To Greece. (Sara went to Greece for her vacation.)
7. A: \_\_\_\_\_  
B: Around midnight. (I finished my homework around midnight.)
8. A: \_\_\_\_\_  
B: Five weeks ago. (I came to this city five weeks ago.)
9. A: \_\_\_\_\_  
B: Because Tony made a funny face. (I laughed because Tony made a funny face.)
10. A: \_\_\_\_\_  
B: Upstairs. (Kate is upstairs.)
11. A: \_\_\_\_\_  
B: In ten minutes. (The movie starts in ten minutes.)
12. A: \_\_\_\_\_  
B: Because she wanted to surprise Joe. (Tina was behind the door because she wanted to surprise Joe.)
13. A: \_\_\_\_\_  
B: Because he wants big muscles. (Jim lifts weights because he wants big muscles.)





## □ EXERCISE 2. Let's talk: class activity.

*Directions:* Make questions. Use question words. Close your book for this activity.

*Example:*

TEACHER: I got up at 7:30.

STUDENT: When/What time did you get up?

1. I went to the zoo.
2. I went to the zoo yesterday.
3. I went to the zoo yesterday because I wanted to see the animals.
4. ( . . . ) went to the park.
5. ( . . . ) went to the park yesterday.
6. ( . . . ) went to the park yesterday because the weather was nice.
7. ( . . . ) was at the park yesterday.
8. I am in class.
9. I came to class (ten minutes) ago.
10. I was late because traffic was heavy.
11. ( . . . ) was at home last night.
12. He/She finished his/her homework around midnight.
13. ( . . . ) went to bed at 7:30 last night.
14. He/She went to bed early because he/she was tired.
15. ( . . . ) was at the airport yesterday.
16. He/She went to the airport because a friend came to visit.
17. The plane arrived at 4:30.
18. ( . . . ) and ( . . . ) went to *(name of a restaurant)* last night.
19. They went to a restaurant because it was ( . . . )'s birthday.
20. They got home around ten-thirty.

## □ EXERCISE 3. Let's talk: pairwork.

*Directions:* Work with a partner. Ask and answer questions using the simple past.

Partner A: Make up any question that includes the given verb. Use the simple past.  
Ask your partner the question. Your book is open.

Partner B: Answer the question. Give a short answer and a long answer. Your book is closed.

*Example: speak*

PARTNER A (*book open*): Did you speak to Mr. Lee yesterday?

PARTNER B (*book closed*): Yes, I did. I spoke to him yesterday. OR  
No, I didn't. I didn't speak to him yesterday.

*Example: finish*

PARTNER A (*book open*): What time did you finish your homework last night?

PARTNER B (*book closed*): Around nine o'clock. I finished my homework around nine o'clock.

- |          |          |         |            |
|----------|----------|---------|------------|
| 1. drink | 3. study | 5. fly  | 7. wake up |
| 2. eat   | 4. take  | 6. talk | 8. come    |

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn now.

- |           |          |          |           |
|-----------|----------|----------|-----------|
| 9. see    | 11. work | 13. buy  | 15. watch |
| 10. sleep | 12. have | 14. send | 16. read  |

#### □ EXERCISE 4. Listening.



*Directions:* Look at the information on the datebook pages. Write answers to the questions you hear.

Tom's Day

Mon.	April 4
7:00 AM	
School meeting with teacher	

Susan's Day

Mon.	April 4
12:00 Noon	
City Café business meeting	

Bill's Day

Mon.	April 4
10:00 AM	
Dr Clark dental checkup	

Nancy's Day

Mon.	April 4
1:00 PM	
Gym workout	

*Example:*

You will hear: Where did Nancy go?

You will write: (To the) gym.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.
7. \_\_\_\_\_.
8. \_\_\_\_\_.
9. \_\_\_\_\_.
10. \_\_\_\_\_.
11. \_\_\_\_\_.
12. \_\_\_\_\_.

□ **EXERCISE 5. Question practice.**

*Directions:* Complete the questions.

1. A: I didn't go to class yesterday.

B: Why didn't you go to class \_\_\_\_\_?

A: Because I was sick.

2. A: I didn't finish my homework.

B: Why didn't \_\_\_\_\_?

A: Because I didn't have enough time.

3. A: I didn't eat breakfast this morning.

B: Why didn't \_\_\_\_\_?

A: Because I wasn't hungry.

4. A: I didn't clean my apartment last week.

B: Why didn't \_\_\_\_\_?

A: Because I was too tired.

5. A: I didn't answer the phone all day.

B: Why didn't \_\_\_\_\_?

A: Because I wanted to finish my work.

□ **EXERCISE 6. Question practice: pairwork.**

*Directions:* Work with a partner. Take turns completing the conversations with questions that begin with **why**, **when**, **what time**, and **where**.

1. PARTNER A: Where do you want to go for your vacation?

PARTNER B: Hawaii.

2. PARTNER B: \_\_\_\_\_

PARTNER A: Ten o'clock.

3. PARTNER A: \_\_\_\_\_

PARTNER B: Because I was tired.

4. PARTNER B: \_\_\_\_\_

PARTNER A: South America.

5. PARTNER A: \_\_\_\_\_  
PARTNER B: Last week.
6. PARTNER B: \_\_\_\_\_  
PARTNER A: Because I forgot.
7. PARTNER A: \_\_\_\_\_  
PARTNER B: Downtown.
8. PARTNER B: \_\_\_\_\_  
PARTNER A: Several months ago.
9. PARTNER A: \_\_\_\_\_  
PARTNER B: At a Chinese restaurant.

## 9-2 QUESTIONS WITH WHAT

**What** is used in a question when you want to find out about a thing. **Who** is used when you want to find out about a person. (See Chart 9-3, p. 260, for questions with **who**.)

(QUESTION WORD) + HELPING VERB + SUBJECT + MAIN VERB				ANSWER
(a)	<b>Did</b>	Carol	<b>buy</b> a car?	→ <b>Yes, she did.</b> (She bought a car.)
(b) <b>What</b>	<b>did</b>	Carol	<b>buy?</b>	→ <b>A car.</b> (She bought a car.)
(c)	<b>Is</b>	Fred	<b>holding</b> a book?	→ <b>Yes, he is.</b> (He's holding a book.)
(d) <b>What</b>	<b>is</b>	Fred	<b>holding?</b>	→ <b>A book.</b> (He's holding a book.)
S       V       O (e) Carol bought <b>a car</b> .				In (e): <b>a car</b> is the object of the verb.
O       V       S       V (f) <b>What</b> did Carol buy?				In (f): <b>What</b> is the object of the verb.

### ☐ EXERCISE 7. Question practice.

Directions: Make questions.

1. A: \_\_\_\_\_ *Did you buy a new tape recorder?* \_\_\_\_\_  
B: Yes, I did. (I bought a new tape recorder.)
2. A: \_\_\_\_\_ *What did you buy?* \_\_\_\_\_  
B: A new tape recorder. (I bought a new tape recorder.)

3. A: \_\_\_\_\_  
B: Yes, she is. (Mary is carrying a suitcase.)
4. A: \_\_\_\_\_  
B: A suitcase. (Mary is carrying a suitcase.)
5. A: \_\_\_\_\_  
B: Yes, I do. (I see an airplane.)
6. A: \_\_\_\_\_  
B: An airplane. (I see an airplane.)
7. A: \_\_\_\_\_  
B: Some soup. (Bob ate some soup for lunch.)
8. A: \_\_\_\_\_  
B: Yes, he did. (Bob ate some soup for lunch.)
9. A: \_\_\_\_\_  
B: A sandwich. (Bob usually eats a sandwich for lunch.)
10. A: \_\_\_\_\_  
B: No, he doesn't. (Bob doesn't like salads.)
11. A: \_\_\_\_\_  
B: No, I'm not. (I'm not afraid of snakes.) Are you?
12. A: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
B: The map on the wall. (The teacher is pointing to the map on the wall.)



### □ EXERCISE 8. Question practice: pairwork.

*Directions:* Work in pairs. Ask a classmate a question. Use **what** and either a past or a present verb. Remember, you can look at your book. When you speak, look at your partner.

*Example:* eat

PARTNER A: What did you eat for breakfast this morning? / What do you usually eat for dinner? / Etc.

PARTNER B: (free response)

PARTNER A: Your turn now.

Partner A	Partner B
1. eat	1. be interested in
2. wear	2. be afraid of
3. look at	3. dream about
4. study	4. have
5. think about	5. need to buy

### □ EXERCISE 9. Question practice.

*Directions:* Ask your teacher for the meaning of the given words. Begin your question with **What**.

*Example:* century

STUDENT: What does "century" mean? OR What is the meaning of "century"?

TEACHER: "Century" means "100 years."

- |            |                  |                      |
|------------|------------------|----------------------|
| 1. muggy   | 6. grocery store | 11. invitation       |
| 2. awful   | 7. empty         | 12. enjoy            |
| 3. quiet   | 8. ill           | 13. forest           |
| 4. century | 9. attic         | 14. pretty difficult |
| 5. murder  | 10. simple       | 15. old-fashioned    |

### □ EXERCISE 10. Listening.



*Directions:* Listen to the questions. Write the words you hear.

*Example:*

You will hear: Where did they go?

You will write: Where did they go?

1. \_\_\_\_\_ arrive?
2. \_\_\_\_\_ leave?
3. \_\_\_\_\_ live?
4. \_\_\_\_\_ want?
5. \_\_\_\_\_ mean?
6. \_\_\_\_\_ study?
7. \_\_\_\_\_ go?
8. \_\_\_\_\_ end?

## 9-3 QUESTIONS WITH WHO

QUESTION	ANSWER	
(a) <b>What</b> did they see?	→ <b>A boat.</b> ( <i>They saw a boat.</i> )	<b>What</b> is used to ask questions about things.
(b) <b>Who</b> did they see?	→ <b>Jim.</b> ( <i>They saw Jim.</i> )	<b>Who</b> is used to ask questions about people.
(c) <b>Who</b> did they see?	→ <b>Jim.</b> ( <i>They saw Jim.</i> )	(c) and (d) have the same meaning. <b>Whom</b> is used in formal English as the object of a verb or a preposition. In (c): <b>Who</b> , not <b>whom</b> , is usually used in everyday English. In (d): <b>Whom</b> is used in very formal English. <b>Whom</b> is rarely used in everyday spoken English.
(d) <b>Whom</b> did they see?	→ <b>Jim.</b> ( <i>They saw Jim.</i> )	
(e) <b>Who(m)</b> did they see?	→ <b>Jim.</b> ( <i>They saw Jim.</i> )	In (e): <b>Who(m)</b> is the object of the verb. Usual question word order ( <i>question word + helping verb + subject + main verb</i> ) is used. In (f), (g), and (h): <b>Who</b> is the subject of the question. Usual question word order is NOT used. When <b>who</b> is the subject of a question, do NOT use <b>does</b> , <b>do</b> , or <b>did</b> . Do NOT change the verb in any way: the verb form in the question is the same as the verb form in the answer.
(f) <b>Who</b> came?	→ <b>Mary.</b> ( <i>Mary came.</i> )	
(g) <b>Who</b> lives there?	→ <b>Ed.</b> ( <i>Ed lives there.</i> )	
(h) <b>Who</b> saw Jim?	→ <b>Ann.</b> ( <i>Ann saw Jim.</i> )	
INCORRECT: <i>Who did come?</i>		

### □ EXERCISE 11. Question practice.

*Directions:* Make questions for the given answers.

*Example:* The teacher saw John. The teacher talked to John. The teacher helped John.

→ Who saw John? The teacher.

→ Who talked to John? The teacher.

→ Who helped John? The teacher.

→ Who did the teacher see? John.

→ Who did the teacher talk to? John.

→ Who did the teacher help? John.

1. John called Yuko. John visited Yuko. John studied with Yuko.

\_\_\_\_\_? John.

\_\_\_\_\_? John.

\_\_\_\_\_? John.

\_\_\_\_\_? Yuko.

\_\_\_\_\_? Yuko.

\_\_\_\_\_? Yuko.

2. Mary carried the baby. Mary helped the baby. Mary sang to the baby.

\_\_\_\_\_? The baby.

\_\_\_\_\_? The baby.

\_\_\_\_\_? The baby.

\_\_\_\_\_? Mary.

\_\_\_\_\_? Mary.

\_\_\_\_\_? Mary.

3. Ron talked to the children. Ron watched the children. Ron played with the children.

\_\_\_\_\_? Ron.

\_\_\_\_\_? The children.

\_\_\_\_\_? Ron.

\_\_\_\_\_? The children.

\_\_\_\_\_? Ron.

\_\_\_\_\_? The children.

## ☐ EXERCISE 12. Question practice.

*Directions:* Make questions.

1. A: \_\_\_\_\_

B: Mary. (I saw Mary at the party.)



2. A: \_\_\_\_\_  
B: Mary. (Mary came to the party.)
3. A: \_\_\_\_\_  
B: John. (John lives in that house.)
4. A: \_\_\_\_\_  
B: John. (Janet called John.)
5. A: \_\_\_\_\_  
B: My aunt and uncle. (I visited my aunt and uncle.)
6. A: \_\_\_\_\_  
B: My cousin. (My cousin visited me.)
7. A: \_\_\_\_\_  
B: Ken. (I talked to Ken.)
8. A: \_\_\_\_\_  
B: Bob. (Bob helped Ann.)
9. A: \_\_\_\_\_  
B: Ann. (Bob helped Ann.)
10. A: \_\_\_\_\_  
B: Yes, he did. (Bob helped Ann.)
11. A: \_\_\_\_\_  
B: Bob and Ann. (I'm thinking about Bob and Ann.)
12. A: \_\_\_\_\_  
B: No, I'm not. (I'm not confused.)

☐ **EXERCISE 13. Let's talk: pairwork.**

*Directions:* Work with a partner and make questions. Then change roles and make new questions. When you have finished speaking, write answers.

1. A: \_\_\_\_\_  
B: Yesterday.
2. B: \_\_\_\_\_  
A: My brother.

3. A: \_\_\_\_\_  
B: A new pair of sandals.
4. B: \_\_\_\_\_  
A: At 7:30.
5. A: \_\_\_\_\_  
B: At Rossini's Restaurant.
6. B: \_\_\_\_\_  
A: Tomorrow afternoon.
7. A: \_\_\_\_\_  
B: In an apartment.
8. B: \_\_\_\_\_  
A: My roommate.
9. A: \_\_\_\_\_  
B: Because I wanted to.
10. B: \_\_\_\_\_  
A: Ann.
11. A: \_\_\_\_\_  
B: A bird.
12. B: \_\_\_\_\_  
A: The zoo.

#### □ EXERCISE 14. Listening.



*Directions:* Listen to each question and circle the best answer.

*Example:* Why was John late? Yesterday. At the park. Because he slept too long.

- |                                |                               |                           |
|--------------------------------|-------------------------------|---------------------------|
| 1. Next month.                 | In a small town.              | Ten minutes ago.          |
| 2. Tomorrow morning.           | Because it was late.          | At midnight.              |
| 3. In a minute.                | Some help.                    | John and Sarah.           |
| 4. To the store.               | At 10:00.                     | I am.                     |
| 5. On the bus.                 | Because her car didn't start. | Mary did.                 |
| 6. An apartment downtown.      | Next week.                    | Because we like the city. |
| 7. It's down the street.       | Two hours ago.                | At the theater.           |
| 8. Because I didn't have time. | My friends.                   | It was fun.               |

## 9-4 IRREGULAR VERBS (GROUP 3)

**cost – cost**

**cut – cut**

**forget – forgot**

**give – gave**

**hit – hit**

**hurt – hurt**

**lend – lent**

**make – made**

**shut – shut**

**spend – spent**

**understand – understood**

\*NOTE. Irregular verb groups 1 to 4 can be found in Charts 8-6, p. 227, 8-9, p. 238, 8-10, p. 241, and 8-11, p. 244

### □ EXERCISE 15. Let's talk: class activity.

**Directions:** Practice using irregular verbs. Close your book for this activity.

**Example:** teach–taught

TEACHER: teach–taught. I teach class every day. I taught class yesterday. What did I do yesterday?

STUDENTS: (*repeat*) teach–taught. You taught class.

1. **cost–cost** I bought a hat yesterday. I paid twenty dollars for it. It cost twenty dollars. What did I buy yesterday? How much did it cost?
2. **cut–cut** ( . . . ) cuts vegetables when he/she makes a salad. Two nights ago, while he/she was making a salad, he/she cut his/her finger with the knife. What happened two nights ago?
3. **forget–forgot** Sometimes I forget my wallet. Last night, I forgot it at a restaurant. What did I do last night?
4. **give–gave** People give gifts when someone has a birthday. Last week, ( . . . ) had a birthday. I gave him/her (*something*). What did I do?
5. **hit–hit** ( . . . ) lives in an apartment. The neighbors are very noisy. When they make too much noise, ( . . . ) hits the wall with his/her hand. Last night he/she couldn't get to sleep because of the noise, so he/she hit the wall with his/her hand. What did ( . . . ) do last night? What does he/she usually do when the neighbors make too much noise?
6. **hurt–hurt** When I have a headache, my head hurts. Yesterday I had a headache. My head hurt. How did my head feel yesterday? How does your head feel when you have a headache?
7. **lend–lent** I lend money to my friends if they need it. Yesterday I lent (*an amount of money*) to ( . . . ). What did I do?
8. **make–made** I make good chocolate cake. Last week I made a cake for ( . . . )'s birthday. What did I do last week?
9. **shut–shut** I shut the garage door every night at 10:00 P.M. I shut it early last night. What did I do last night?
10. **spend–spent** I usually spend Saturdays with my parents. Last Saturday, I spent the day with my friends instead. What did I do last Saturday?
11. **understand–understood** I always understand ( . . . ) when he/she speaks. He/She just said something, and I understood it. What just happened?

□ **EXERCISE 16. Sentence practice.**

*Directions:* Complete the sentences. Use the words in parentheses.

1. A: How much (*a new car, cost*) \_\_\_\_\_?  
B: It (*cost*) \_\_\_\_\_ a lot! New cars are expensive.
2. A: Did you get a ticket for the rock concert?  
B: Yes, and it was really expensive! It (*cost*) \_\_\_\_\_ fifty dollars.
3. A: Where's your history book?  
B: I (*give*) \_\_\_\_\_ it to Robert.
4. A: I had a car accident yesterday morning.  
B: What happened?  
A: I (*hit*) \_\_\_\_\_ a telephone pole.
5. A: May I have your homework, please?  
B: I'm sorry, but I don't have it. I (*forget*) \_\_\_\_\_ it.  
A: You (*forget*) \_\_\_\_\_ it!?
6. A: Did you eat breakfast?  
B: Yeah. I (*make*) \_\_\_\_\_ some scrambled eggs and toast for myself.
7. Jack (*put*) \_\_\_\_\_ on his clothes every morning.
8. Jack (*put*) \_\_\_\_\_ on his clothes this morning after he got up.
9. A: Did you enjoy going into the city to see a show?  
B: Yes, but I (*spend*) \_\_\_\_\_ a lot of money. I can't afford to do that very often.
10. A: May I see your dictionary?  
B: I don't have it. I (*lend*) \_\_\_\_\_ it to George.

11. A: Is that knife sharp?

B: It's very sharp. It (*cut*) \_\_\_\_\_ anything easily.

12. A: Why are you wearing a bag over your head?

B: I went to a barber this morning. He (*cut*) \_\_\_\_\_ my hair too short.

A: Let me see. Oh, it looks fine.

### □ EXERCISE 17. Listening.



*Directions:* Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

*Example:* John made . . . . his lunch furniture in the morning

- |               |                  |                |
|---------------|------------------|----------------|
| 1. the answer | the conversation | the teacher    |
| 2. money      | to her house     | some furniture |
| 3. your hair  | some paper       | between        |
| 4. tomorrow   | a tree           | an animal      |
| 5. remember   | his appointment  | the question   |

## 9-5 IRREGULAR VERBS (GROUP 6)

*blow* – *blew*  
*draw* – *drew*  
*fall* – *fell*  
*feel* – *felt*

*grow* – *grew*  
*keep* – *kept*  
*know* – *knew*

*swim* – *swam*  
*throw* – *threw*  
*win* – *won*

### □ EXERCISE 18. Let's talk: class activity.

*Directions:* Practice using irregular verbs. Close your book for this activity.

*Example:* fall–fell

TEACHER: fall–fell. Rain falls. Leaves fall. Sometimes people fall. Yesterday I fell down. I hurt my knee. How did I hurt my knee yesterday?

STUDENTS: (*repeat*) fall fell. You fell (down).

1. **blow–blew** The sun shines. Rain falls. Wind blows. Last week we had a storm. It rained hard, and the wind blew hard. Tell me about the storm last week.

2. **draw-drew** I draw once a week in art class. Last week I drew a portrait of myself. What did I do in art class last week?
3. **fall-fell** Sometimes I fall down. Yesterday I fell down. I felt bad when I fell down. What happened to me yesterday?
4. **feel-felt** You can feel an object. You can also feel an emotion or sensation. Sometimes I feel sleepy in class. I felt tired all day yesterday. How did I feel yesterday? How did you feel yesterday?
5. **grow-grew** Trees grow. Flowers grow. Vegetables grow. Usually I grow vegetables in my garden, but last year I grew only flowers. What did I grow in my garden last year?
6. **keep-kept** Now I keep my money in (*name of a local bank*). Last year I kept my money in (*name of another local bank*). Where did I keep my money last year?
7. **know-knew** ( . . . ) knows a lot about English grammar. On the grammar test last week, she/he knew all the answers. What did ( . . . ) know last week?
8. **swim-swam** I swim in (*name of a lake, sea, ocean, or local swimming pool*) every summer. I swam in (*name of a lake, sea, ocean, or local swimming pool*) last summer. What did I do last summer?
9. **throw-threw** I can hand you this (piece of chalk), or I can throw it to you. I just threw this (piece of chalk) to ( . . . ). What did I just do?
10. **win-won** You can win a game or lose a game. Last weekend (*name of a local sports team*) won a game/match against (*name of another team*). How did (*name of the local sports team*) do last weekend? Did they win or lose?

### □ EXERCISE 19. Sentence practice.

*Directions:* Complete the sentences. Use the past form of the verbs in the list.

<i>blow</i>	<i>grow</i>	<i>swim</i>
<i>draw</i>	<i>keep</i>	<i>throw</i>
<i>fall</i>	<i>know</i>	<i>win</i>
<i>feel</i>		

1. A: Did you enjoy your tennis game with Jackie?  
B: Yes, but I lost. Jackie \_\_\_\_\_.
2. A: How did you break your leg?  
B: I \_\_\_\_\_ down on the ice on the sidewalk.
3. A: Did you give the box of candy to your girlfriend?  
B: No, I didn't. I \_\_\_\_\_ it and ate it myself.

4. A: That's a nice picture.

B: I agree. Anna \_\_\_\_\_ it. She's a good artist.

5. A: Did you have a garden when you lived at home?

B: Yes. I \_\_\_\_\_ vegetables and flowers.

6. A: I burned my finger.

B: Did you put ice on it?

A: No. I \_\_\_\_\_ on it.



7. A: Did you finish the test?

B: No. I \_\_\_\_\_ all of the answers,  
but I ran out of time.

8. A: Did you have fun at the beach?

B: Lots of fun. We sunbathed and \_\_\_\_\_ in the ocean.

9. A: What's the matter? You sound like you have a frog in your throat.

B: I think I'm catching a cold. I \_\_\_\_\_ okay yesterday, but I don't  
feel very good today.

10. A: How did you break the window, Tommy?

B: Well, I \_\_\_\_\_ a ball to Annie, but I missed Annie and hit the  
window instead.

## □ EXERCISE 20. Listening.



*Directions:* Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

*Example:* Tim knew . . . . the answer a ball my father

- |                 |                |                 |
|-----------------|----------------|-----------------|
| 1. tomorrow     | on a car       | in the park     |
| 2. the game     | a prize        | lost            |
| 3. on the paper | a picture      | with some chalk |
| 4. happy        | in the morning | excited         |
| 5. a ball       | not            | a pillow        |

## 9-6 IRREGULAR VERBS (GROUP 7)

*become – became*

*bend – bent*

*bite – bit*

*build – built*

*feed – fed*

*fight – fought*

*hide – hid*

*hold – held*

*shake – shook*

### □ EXERCISE 21. Let's talk: class activity.

*Directions:* Practice using irregular verbs. Close your book for this activity.

*Example:* hold–held

TEACHER: hold–held. I often hold my book open when I teach. Yesterday I held my book open when we practiced grammar. What did I do with my book?

STUDENTS: (*repeat*) hold held. You held your book open.

1. **become–became** When strangers meet, they can become friends. I met ( . . . ) (*a length of time*) ago. We became friends. What happened between ( . . . ) and me?
2. **bend–bent** When I drop something, I bend over to pick it up. I just dropped my pen, and then I bent over to pick it up. What did I do?
3. **bite–bit** Sometimes dogs bite people. Yesterday my friend's dog bit my hand while we were playing. What happened to my hand?
4. **build–built** I have some friends who know how to build houses. They built their own house next to the river. What did my friends do?
5. **feed–fed** I have a (dog, cat, parrot, etc.). I have to feed it every day. Yesterday I fed it once in the morning and once in the evening. What did I do yesterday?
6. **fight–fought** People fight in wars. People fight diseases. They fight for freedom and equality. My country fought a war against (*name of another country*) in (*a time period*). What happened in (*that time period*)?
7. **hide–hid** I have a coin in my hand. Close your eyes while I hide it. Okay, open your eyes. I hid the coin. Where's the coin? Why don't you know?
8. **hold–held** When it rains, I hold my umbrella. Yesterday it rained. I held my umbrella. What did I do yesterday?
9. **shake–shook** People sometimes shake their finger or their head. Sometimes they shake when they're cold. Right now I'm shaking my (finger/head). What did I just do?



□ **EXERCISE 22. Sentence practice.**

*Directions:* Complete the sentences. Use the past form of the verbs in the list.

<i>become</i>	<i>build</i>	<i>hide</i>
<i>bend</i>	<i>feed</i>	<i>hold</i>
<i>bite</i>	<i>fight</i>	✓ <i>shake</i>

1. When my dog got out of the lake, it shook itself. Dogs always do that when they're wet.
2. I \_\_\_\_\_ my husband's birthday present in the closet yesterday. I didn't want him to find it.
3. Nancy and Tom saved money. They didn't buy a bookcase for their new apartment. They \_\_\_\_\_ one.
4. The baby is sleeping peacefully. She's not hungry. Her mother \_\_\_\_\_ her before she put her in bed.
5. David is a Canadian citizen. Maria was born in Puerto Rico, but when she married David, she \_\_\_\_\_ a Canadian citizen too.
6. Doug is a new father. He felt very happy when he \_\_\_\_\_ his baby in his arms for the first time.
7. Many countries in the world \_\_\_\_\_ in World War II.
8. A: Ow!  
B: What's the matter?  
A: I \_\_\_\_\_ my tongue.
9. We saw a strong man at the circus. He \_\_\_\_\_ an iron bar with his bare hands.



### □ EXERCISE 23. Listening.



*Directions:* Listen to the beginning of each sentence. Circle the correct completion(s). There may be more than one correct answer.

*Example:* I bent . . . my arm a building the road

- |                   |               |             |
|-------------------|---------------|-------------|
| 1. the dog        | happy         | her baby    |
| 2. next week      | usually       | a new house |
| 3. a stick        | my hand       | sad         |
| 4. in the bedroom | behind a tree | their money |
| 5. some chalk     | the classroom | some papers |

### □ EXERCISE 24. Class activity.

*Directions:* Answer the questions the teacher asks you. Use a short response and a long response. Close your book for this activity.

*Example:*

TEACHER: Did you write a letter yesterday?

STUDENT: Yes, I did. I wrote a letter yesterday.

1. Did you fly to (*this city*)?
2. Did you drink a cup of tea this morning?
3. Did you come to class yesterday?
4. Did you go downtown yesterday?
5. Did you eat breakfast this morning?
6. Did you lend some money to ( . . . )?
7. Did you lose your pen yesterday? Did you find it?
8. Did you give your dictionary to ( . . . )?
9. Did you throw your eraser to ( . . . )? ( . . . ), did you catch it?
10. Did someone steal your wallet? Did you get it back?
11. Did you wake up at seven this morning?
12. Did you get up at seven this morning?
13. Did the wind blow yesterday?
14. Did you shut the door?
15. Did class begin at ( . . . )?
16. Did you say hello to ( . . . )?
17. Did you tell ( . . . ) to sit down? ( . . . ), did you sit down?
18. Did you hear my last question?
19. Did you teach your daughter/son to count to ten?
20. Did you bring your books to class today?
21. Did you forget your books?
22. Did you see ( . . . ) yesterday?

23. Did you meet ( . . . )'s wife?
24. Did you leave your sunglasses at the restaurant?
25. Did you read the newspaper this morning?
26. Did you go shopping yesterday?
27. Did you drive your car to school today?
28. Did you ride a horse to school today?
29. Did a barber cut your hair?
30. Did you run to class this morning?
31. Did your pen cost (*an amount of money*)?
32. Did you understand my question?
33. Did you come to class yesterday?
34. Did you make a mistake?
35. Did you take the bus to school today?
36. Did you write a letter yesterday? Did you send it?
37. Did the telephone ring?
38. Did you break your arm?
39. Did you shake your head?
40. Did you draw a picture?
41. Did you bend your elbow?
42. Did you win a million dollars?
43. Did you feel good yesterday?
44. Did you feed the birds at the park?
45. Did you bite your finger?
46. Did you hurt your finger?
47. Did you hold ( . . . )'s hand?
48. Did you build a bookcase?
49. Did you stand at the bus stop?
50. Did you sing in the shower this morning?
51. Did you grow up in (*name of a country*)?
52. Did you become an adult?
53. Did (*name of a sports team*) win yesterday?
54. Did you fall down yesterday?
55. Did you think about me yesterday?
56. Did you fight yesterday?
57. Which pen do you want? Did you choose this one?
58. Did you hide your money under your mattress?
59. Did your car hit a telephone pole yesterday?
60. Did you put your books under your desk?

## 9- BEFORE AND AFTER IN TIME CLAUSES

<p>S V (a) <i>I ate breakfast.</i> = a main clause</p> <p>S V (b) <i>before I went to class</i> = a time clause</p> <p>S V (c) <u>I ate breakfast</u>   <u>before I went to class.</u> main clause                      time clause</p> <p>S V (d) <u>Before I went to class,</u>   <u>I ate breakfast.</u> time clause                      main clause</p>	<p>A clause is a group of words that has a subject and a verb.</p> <p>A main clause is a complete sentence. Example (a) is a complete sentence. Example (b) is an incomplete sentence. It must be connected to a main clause, as in (c) and (d).</p> <p>A time clause can begin with <b>before</b> or <b>after</b>:  <b>before</b> + S + V = a time clause  <b>after</b> + S + V = a time clause</p>
<p>(e) <u>We took a walk</u>   <u>after we finished our work.</u> main clause                      time clause</p> <p>(f) <u>After we finished our work,</u>   <u>we took a walk.</u> time clause                      main clause</p>	<p>A time clause can follow a main clause, as in (c) and (e). A time clause can come in front of a main clause, as in (d) and (f).<sup>*</sup> There is no difference in meaning between (c) and (d) or (e) and (f).</p>
<p>(g) We took a walk   <u>after the movie.</u> prep. phrase</p> <p>(h) I had a cup of coffee   <u>before class.</u> prep. phrase</p>	<p><b>Before</b> and <b>after</b> don't always introduce a time clause. They are also used as prepositions followed by a noun object, as in (g) and (h). See Charts 1-7, p. 18, and 6-1, p. 158, for information about prepositional phrases.</p>

<sup>\*</sup>NOTE: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause.

### □ EXERCISE 25. Sentence practice.

*Directions:* Find the main clauses and the time clauses.

- Before I ate the banana, I peeled it.  
 → *main clause* – *I peeled it*  
 → *time clause* – *before I ate the banana*
- We arrived at the airport before the plane landed.
- I went to a movie after I finished my homework.
- After the children got home from school, they watched TV.
- Before I moved to this city, I lived at home with my parents.

## □ EXERCISE 26. Sentence practice.

**Directions:** Add a capital letter and period to the complete sentences. Write “Inc.” to mean “Incomplete” if the group of words is a time clause and not a complete sentence.

1. we went home → *We went home.*
2. after we left my uncle’s house → *Inc.*
3. we went home after we left my uncle’s house  
→ *We went home after we left my uncle’s house.*
4. before we ate our picnic lunch
5. we went to the zoo
6. we went to the zoo before we ate our picnic lunch
7. the children played games after they did their work
8. the children played games
9. after they did their work
10. the lions killed a zebra
11. after the lions killed a zebra
12. they ate it
13. after the lions killed a zebra, they ate it

## □ EXERCISE 27. Let’s talk: small groups.

**Directions:** Work in small groups. Combine the two ideas into one sentence by using **before** and **after** to introduce time clauses. Make four sentences for each item.

**Example:** I put on my coat. I went outside.

SPEAKER A: Before I went outside, I put on my coat.

SPEAKER B: I put on my coat before I went outside.

SPEAKER C: After I put on my coat, I went outside.

SPEAKER D: I went outside after I put on my coat.

1. She ate breakfast.



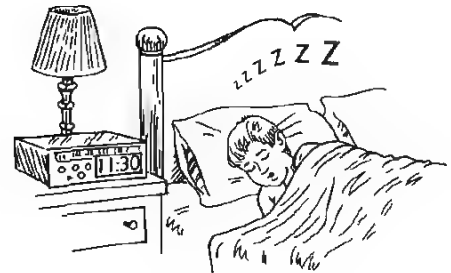
She went to work.



2. He did his homework.



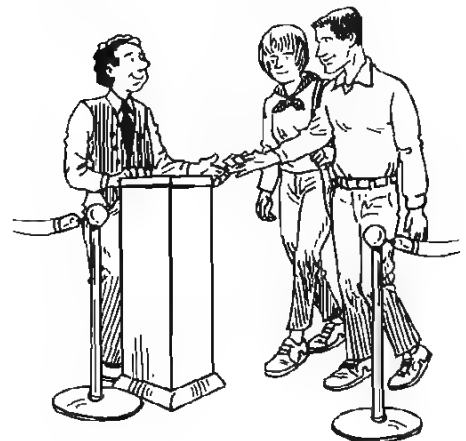
He went to bed.



3. We bought tickets.



We entered the movie theater.



## □ EXERCISE 28. Sentence practice.

**Directions:** Use the given words to write sentences of your own. Use the simple past.

**Example:** after I

→ I went to college after I graduated from high school.

→ After I finished dinner, I watched TV.

Etc.

1. before I came here
2. after I got home last night
3. I went \_\_\_\_\_ before I
4. after we
5. before they
6. Mr. \_\_\_\_\_ after he

## 9-8 WHEN IN TIME CLAUSES

(a) **When** the rain stopped, we took a walk. OR  
We took a **walk** *when the rain stopped*.

(b) **When Tom** was a child, **he** lived with his aunt. OR  
**Tom** lived with his aunt *when he was a child*.

COMPARE

(c) *When did the rain stop?* = a question

(d) *when the rain stopped* = a time clause

**When** can introduce a time clause.

**when** + s + v = a time clause

In (a): **When the rain stopped** is a time clause.

In (b): Notice that the noun (*Tom*) comes before the pronoun (*he*).

**When** is also used to introduce

questions.\* A question is a complete sentence, as in (c). A time clause is not a complete sentence, as in (d).

\*See Charts 3-12, p. 80, and 9-1, p. 252, for information about using *when* in questions.

## □ EXERCISE 29. Sentence practice.

**Directions:** Make sentences by combining the ideas in Column A with those in Column B. Then change the position of the time clause.

**Example:** When the phone rang,

→ When the phone rang, I answered it.\*

→ I answered the phone when it rang.

\*NOTE: If a sentence with a *when*-clause talks about two actions, the action in the *when*-clause happens first. (See Chart 9 12, p. 284.) In the sentence *When the phone rang, I answered it*, first the phone rang, and then I answered it. Not logically possible: *When I answered the phone, it rang*.

**Column A**

1. When the phone rang,
2. When I was in Japan,
3. Maria bought some new shoes
4. I took a lot of photographs
5. Jim was a soccer player
6. When the rain stopped,
7. The antique vase broke

**Column B**

- A. when I dropped it.
- B. I closed my umbrella.
- C. when he was in high school.
- ✓D. I answered it.
- E. when she went shopping yesterday.
- F. I stayed in a hotel in Tokyo.
- G. when I was in Hawaii.

□ **EXERCISE 30. Sentence practice.**

*Directions:* Add a capital letter and a question mark to complete the sentences. Write "Inc." to mean "Incomplete" if the group of words is a time clause and not a question.

1. when did Jim arrive → *When did Jim arrive?*
2. when Jim arrived → *Inc.*
3. when you were a child
4. when were you in Iran
5. when did the movie end
6. when the movie ended
7. when Mr. Wang arrived at the airport
8. when Khalid and Bakir went to a restaurant on First Street yesterday
9. when I was a high school student
10. when does the museum open

□ **EXERCISE 31. Sentence practice.**

*Directions:* Complete the sentences with your own words. Don't change the order of the given words.

1. When did \_\_\_\_\_
2. When I \_\_\_\_\_
3. I \_\_\_\_\_ when \_\_\_\_\_
4. When were \_\_\_\_\_
5. When the \_\_\_\_\_
6. The \_\_\_\_\_ when \_\_\_\_\_



## 9-9 THE PRESENT PROGRESSIVE AND THE PAST PROGRESSIVE

### PRESENT PROGRESSIVE (in progress right now)

(a) It's 10:00 now. Boris **is sitting** in class.

The present progressive describes an activity in progress right now, at the moment of speaking. See Chart 4-1, p. 92.

In (a): Right now it is 10:00. Boris began to sit before 10:00. Sitting is in progress at 10:00.

### PAST PROGRESSIVE (in progress yesterday)

(b) It was 10:00. Boris **was sitting** in class.

The past progressive describes an activity in progress at a particular time in the past.

In (b): Boris began to sit in class before 10:00 yesterday. At 10:00 yesterday, sitting in class was in progress.

### PRESENT PROGRESSIVE FORM: AM, IS, ARE + -ING

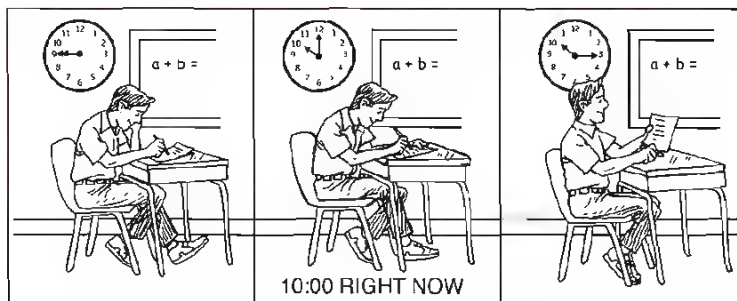
(c) It's 10:00. I **am sitting** in class.  
Boris **is sitting** in class.  
We **are sitting** in class.

The forms of the present progressive and the past progressive consist of **be + -ing**. The present progressive uses the present forms of **be: am, is, and are + -ing**.

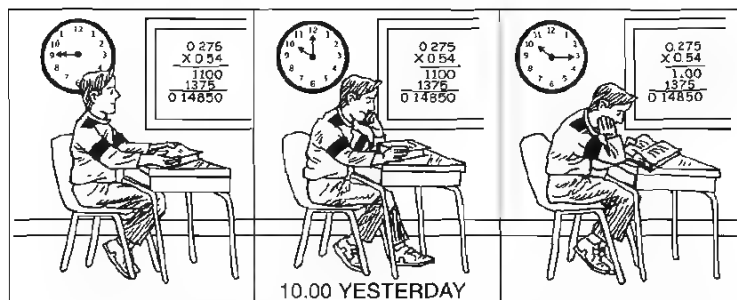
### PAST PROGRESSIVE FORM: WAS, WERE + -ING

(d) It was 10:00. Boris **was sitting** in class.  
We **were sitting** in class.

The past progressive uses the past forms of **be: was and were + -ing**.



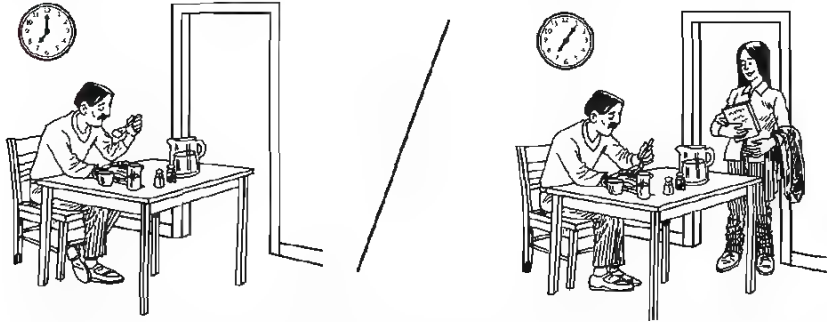
Boris **is sitting** in class right now at ten o'clock.



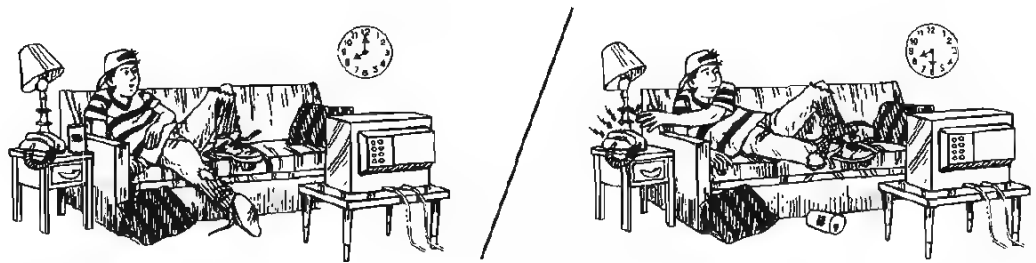
Boris **was sitting** in class yesterday at ten o'clock.

□ EXERCISE 32. Sentence practice.

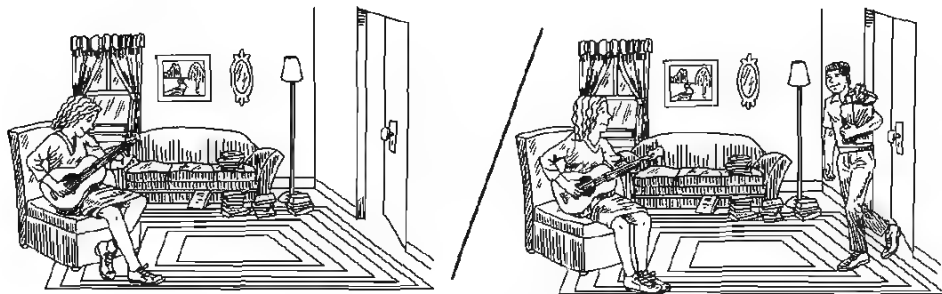
Directions: Use the words in parentheses to complete the sentences. Discuss the meaning of the phrase "in progress."



1. Paul started to eat dinner at 7:00. At 7:05, Mary came. Paul (*eat*)  
 \_\_\_\_\_ when Mary (*come*) \_\_\_\_\_ at 7:05.



2. Bobby was at home yesterday evening. His favorite program was on television last night. It started at 8:00. It ended at 9:00. At 8:30, his friend Kristin called.  
 When Kristin (*call*) \_\_\_\_\_ at 8:30, Bobby (*watch*) \_\_\_\_\_  
 \_\_\_\_\_ TV.

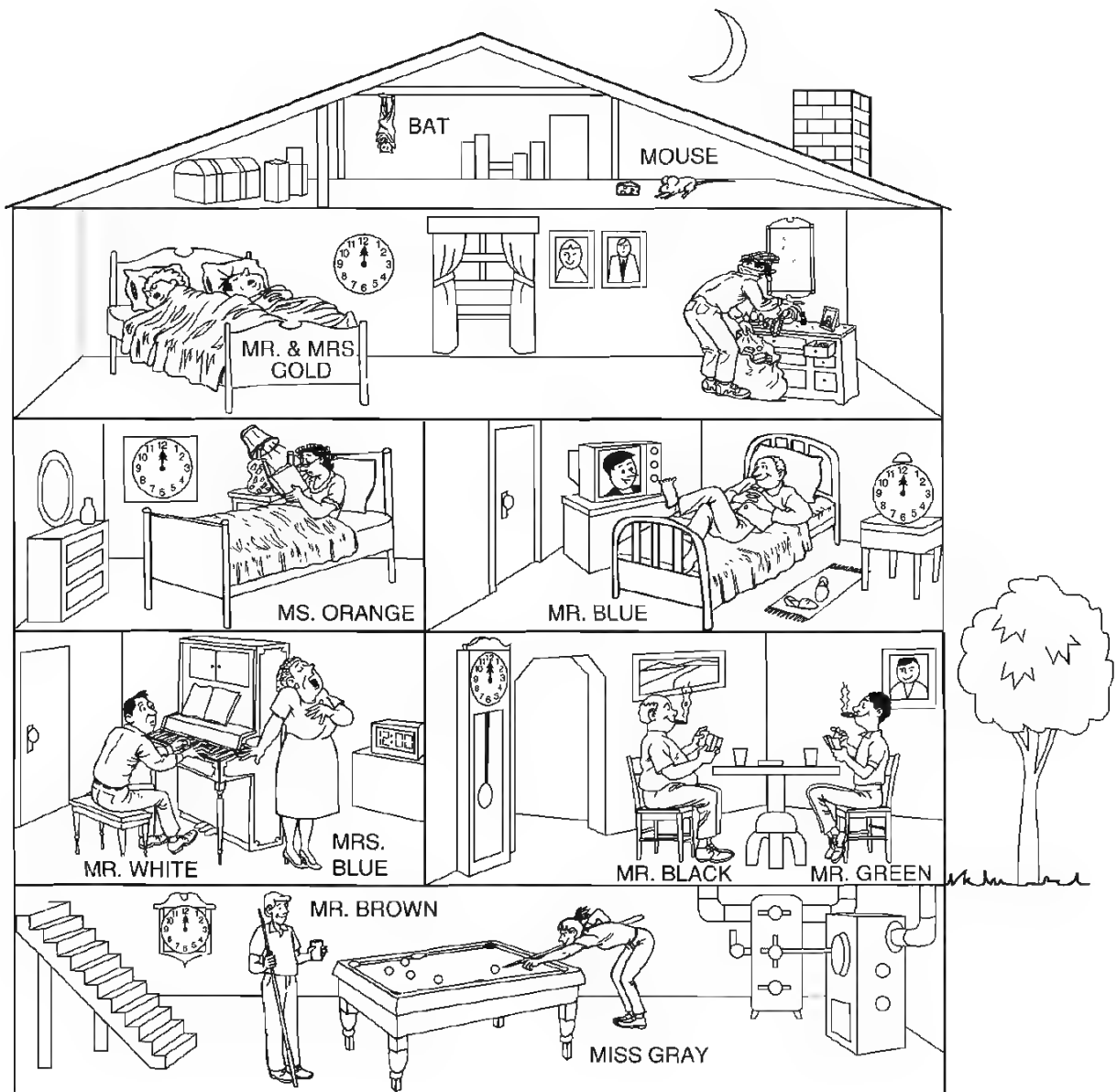


3. Rosa played her guitar for an hour yesterday morning. She started to play her guitar at 9:30. She stopped at 10:30. Mike arrived at her apartment at 10:00. At  
 10:00, Rosa (*play*) \_\_\_\_\_ her guitar.

□ **EXERCISE 33. Let's talk: class activity.**

*Directions:* Look at the picture. Use the past progressive to describe the activities that were in progress.

Mr. and Mrs. Gold invited some friends to their house for the weekend. A thief stole Mrs. Gold's jewelry at midnight on Saturday. What were the guests doing at midnight?



## 9-10 USING WHILE WITH THE PAST PROGRESSIVE

(a) The phone rang *while* I was sleeping. OR

(b) *While* I was sleeping, the phone rang.\*

*while* + subject + verb = a time clause

*While I was sleeping* is a time clause.

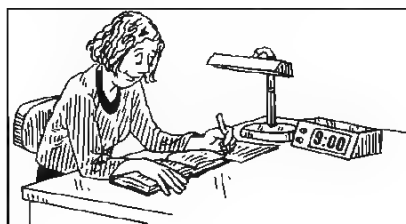
A *while*-clause describes an activity that was in progress at the time another activity happened. The verb in a *while*-clause is often past progressive (e.g., *was sleeping*).

\*NOTE: When a time clause comes before the main clause, a comma is used between the two clauses. A comma is not used when the time clause comes after the main clause

### □ EXERCISE 34. Let's talk: class activity.

Directions: Combine the sentences. Use *while*.

- I was studying last night.  
Rita called.  
→ *While I was studying last night, Rita called.*  
→ *Rita called while I was studying last night.*
- Someone knocked on my apartment door.  
I was eating breakfast yesterday morning.
- I was cooking dinner yesterday evening.  
I burned my hand.
- Yoko raised her hand.  
The teacher was talking.
- A tree fell on my car.  
I was driving home yesterday.
- I was studying last night.  
A mouse suddenly appeared on my desk.



## 9-11 WHILE VS. WHEN IN PAST TIME CLAUSES

- (a) The mouse appeared *while I was studying*. OR  
 (b) *While I was studying*, the mouse appeared.  
 (c) *When the mouse appeared*, I was studying. OR  
 (d) I was studying *when the mouse appeared*.

The verb in a *while*-clause is often past progressive, as in (a) and (b).

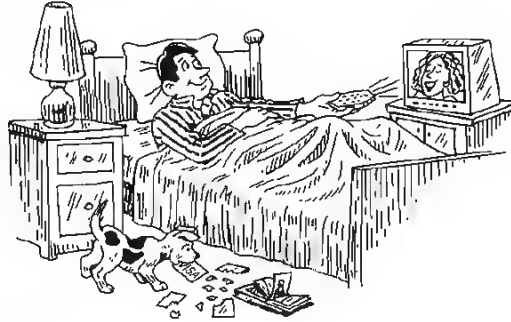
The verb in a *when*-clause is often simple past, as in (c) and (d).

### □ EXERCISE 35. Sentence practice.

*Directions:* Complete the sentences. Use the past progressive in the *while*-clauses. Use the simple past in the *when*-clauses.

1. While I (*wash*) was washing dishes last night, I (*get*) got  
a phone call from my best friend.
2. When my best friend (*call*) \_\_\_\_\_ last night, I (*wash*) \_\_\_\_\_  
\_\_\_\_\_ dishes.
3. My friend Jessica (*come*) \_\_\_\_\_ while I (*eat*) \_\_\_\_\_  
\_\_\_\_\_ dinner last night.
4. I (*eat*) \_\_\_\_\_ dinner when my friend Jessica (*come*)  
\_\_\_\_\_ last night.
5. My friend Ricardo (*come*) \_\_\_\_\_ while I (*watch*) \_\_\_\_\_  
\_\_\_\_\_ a rented movie on my VCR last night. I (*invite*)  
\_\_\_\_\_ him to join me.
6. I (*watch*) \_\_\_\_\_ a rented movie on my VCR last night  
when my friend Ricardo (*come*) \_\_\_\_\_.
7. Jason (*wear*) \_\_\_\_\_ a suit and tie when I (*see*)  
\_\_\_\_\_ him yesterday.

8. While I (*watch*) \_\_\_\_\_ TV last night and (*relax*) \_\_\_\_\_  
\_\_\_\_\_ after a long day, my new puppy (*take*) \_\_\_\_\_  
my wallet from my bedside table.



□ **EXERCISE 36. Let's talk: class activity.**

*Directions:* Perform and describe actions using *while*-clauses or *when*-clauses. Close your book for this activity.

Student A: Perform the action your teacher gives you. Then use the present progressive to describe what you are doing. Continue to perform the action.

Student B: Perform your action, then stop.

Student A: After Student B stops, you stop too.

*Example:* A: Erase the board.

B: Open the door.

TEACHER: (*Student A*), please erase the board. What are you doing?

STUDENT A: I'm erasing the board right now.

TEACHER: (*Student B*), would you please open the door?

STUDENT B: (*opens the door*)

TEACHER: Thank you. You may both sit down. (*Student C*), will you please describe the two actions we saw?

STUDENT C: While (*Student A*) was erasing the board, (*Student B*) opened the door. OR  
(*Student A*) was erasing the board when (*Student B*) opened the door.

1. A: Write on the board.  
B: Drop a book on the floor.
2. A: Walk around the room.  
B: Say hello to (*Student A*).
3. A: Look out the window.  
B: Take (*Student A*)'s grammar book.
4. A: Draw a picture on the board.  
B: Ask (*Student A*) a question.



## 9-12 SIMPLE PAST vs. PAST PROGRESSIVE

<p>(a) Jane <b>called</b> me yesterday.</p> <p>(b) I <b>talked</b> to Jane for an hour last night.</p> <p>(c) We <b>went</b> to Jack's house last Friday.</p> <p>(d) What time <b>did</b> you <b>get up</b> this morning?</p>	<p>The <b>simple past</b> describes activities or situations that began and ended at a particular time in the past (e.g., <i>yesterday</i>, <i>last night</i>).</p>
<p>(e) I <b>was studying</b> when Jane called me yesterday.</p> <p>(f) While I <b>was studying</b> last night, Jane called.</p>	<p>The <b>past progressive</b> describes an activity that was in progress (was happening) at the time another action happened.</p> <p>In (e) and (f): The studying was in progress when Jane called.</p>
<p>(g) I <b>opened</b> my umbrella when it <b>began</b> to rain.</p>	<p>If both the <i>when</i>-clause and the main clause in a sentence are simple past, it means that the action in the <i>when</i>-clause happened first, and the action in the main clause happened second.</p> <p>In (g): First, it began to rain; second, I opened my umbrella.</p>
<p>COMPARE</p> <p>(h) When the phone <b>rang</b>, I <b>answered</b> it.</p> <p>(i) When the phone <b>rang</b>, I <b>was studying</b>.</p>	<p>In (h): First, the phone rang; second, I answered it.</p> <p>In (i): First, the studying was in progress; second, the phone rang.</p>

### □ EXERCISE 37. Sentence practice.

*Directions:* Complete the sentences. Use the simple past or the past progressive.

- While my cousin and I (*have*) \_\_\_\_\_ dinner at the restaurant last night, we (*see*) \_\_\_\_\_ a friend of mine. I (*introduce*) \_\_\_\_\_ her to my cousin.
- When I (*hear*) \_\_\_\_\_ a knock at the door last night, I (*walk*) \_\_\_\_\_ to the door and (*open*) \_\_\_\_\_ it. When I (*open*) \_\_\_\_\_ the door, I (*see*) \_\_\_\_\_ my brother. I (*greet*) \_\_\_\_\_ him and (*ask*) \_\_\_\_\_ him to come in.

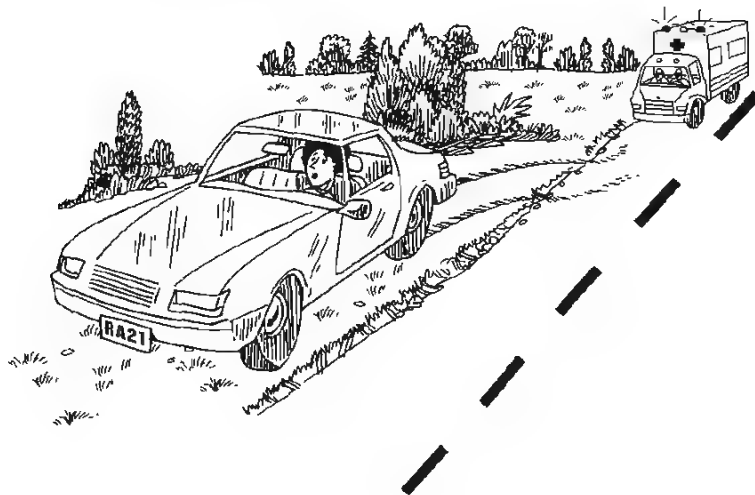
3. My cousin and I (*watch*) \_\_\_\_\_ a movie on TV last night when my brother (*come*) \_\_\_\_\_. He (*watch*) \_\_\_\_\_ the end of the movie with us.

4. While I (*walk*) \_\_\_\_\_ to class yesterday morning, I (*see*) \_\_\_\_\_ Abdullah. We (*say*) \_\_\_\_\_ hello and (*walk*) \_\_\_\_\_ the rest of the way to school together.

☐ **EXERCISE 38. Sentence practice.**

*Directions:* Complete the sentences. Use the simple past or the past progressive.

1. Mrs. Reed (*turn*) \_\_\_\_\_ on the radio in her car while she (*drive*) \_\_\_\_\_ home yesterday. She (*listen*) \_\_\_\_\_ to some music when she suddenly (*hear*) \_\_\_\_\_ a siren. When she (*look*) \_\_\_\_\_ in her rear-view mirror, she (*see*) \_\_\_\_\_ an ambulance behind her. She immediately (*pull*) \_\_\_\_\_ her car to the side of the road and (*wait*) \_\_\_\_\_ for the ambulance to pass.





2. A: I (*be*) \_\_\_\_\_ at my friends' house last night. While we (*eat*) \_\_\_\_\_ dinner, their cat (*jump*) \_\_\_\_\_ on the table. My friends (*seem, not*) \_\_\_\_\_ to care, but I lost my appetite.

B: What (*you, say*) \_\_\_\_\_?

A: Nothing.



B: Why (*you, ask, not*) \_\_\_\_\_ your friends to get their cat off the table?

A: I (*want, not*) \_\_\_\_\_ to be impolite.

B: I think your friends were impolite to let their cat sit on the table during dinner.

### □ EXERCISE 39. Sentence practice.

*Directions:* Use the information in the timeline to make sentences with the simple past and past progressive. Use **while**, **when**, **before**, and **after**.

*Example:* 1967: entered Lakeside School

✦ *In 1967, Bill Gates entered Lakeside School.*

✦ *While he was studying at Lakeside, he began to work with computers.*

Bill Gates: a brief history

1955: was born

1967: entered Lakeside School

1967–1973: studied at Lakeside School

1968: wrote his first computer program

1970: started his first software company

1973: graduated from Lakeside



4. Mike is in his bedroom right now. He \_\_\_\_\_, so we need to be quiet.  
A. is sleeping                      C. slept  
B. sleeps                          D. was sleeping
5. Kate \_\_\_\_\_ tell us the truth yesterday. She lied to us.  
A. don't                      B. doesn't                      C. didn't                      D. wasn't
6. I saw a fish while I \_\_\_\_\_ in the ocean yesterday.  
A. swim                      C. were swimming  
B. was swimming                      D. swimming
7. When I heard the phone ring, I \_\_\_\_\_ it.  
A. answer                      C. answered  
B. am answering                      D. was answering
8. "\_\_\_\_\_ you go to concerts often?"  
"Yes. I go at least once a month."  
A. Do                      B. Did                      C. Was                      D. Were
9. While I \_\_\_\_\_ dinner last night, I burned my finger.  
A. cooking                      B. cook                      C. was cooking                      D. was cook
10. Where \_\_\_\_\_ after work yesterday?  
A. you went                      B. you did go                      C. did you went                      D. did you go

□ **EXERCISE 42.** Let's talk: interview.

**Directions:** Interview someone you know about his/her activities yesterday morning, yesterday afternoon, and last night. Then use this information to write a paragraph. Use time expressions (**first, next, then, at . . . o'clock, later, after, before, when,** etc.) to show the order of the activities.

□ **EXERCISE 43.** Chapter review: error analysis.

**Directions:** Correct the errors.

1. Did you went downtown yesterday?
2. Yesterday I speak to Ken before he leaves his office and goes home.
3. I heared a good joke last night.
4. When Pablo finished his work.
5. I visitted my relatives in New York City last month.

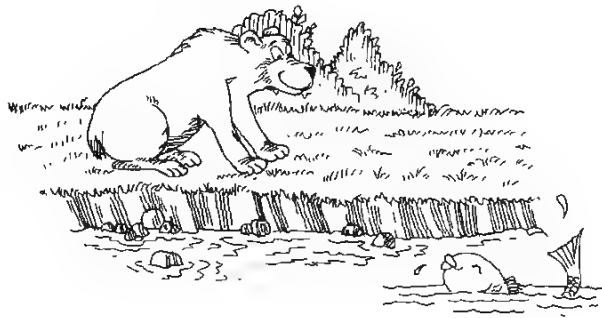
6. Where you did go yesterday afternoon?
7. Ms. Wah was flew from Singapore to Tokyo last week.
8. When I see my friend yesterday, he didn't spoke to me.
9. Why Mustafa didn't came to class last week?
10. Where were you bought those shoes? I like them.
11. Mr. Adams teached our class last week.
12. I writed a letter last night.
13. Who you wrote a letter to?
14. Who did open the door? Jack openned it.

□ **EXERCISE 44. Verb review.**

*Directions:* Complete the sentences with the words in parentheses.

**PART I.**

Yesterday Fish (be) \_\_\_\_\_<sub>1</sub> in the river. He (see) \_\_\_\_\_<sub>2</sub> Bear on the bank of the river. Here is their conversation.



BEAR: Good morning, Fish.

FISH: Good morning, Bear. How (you, be) \_\_\_\_\_<sub>3</sub> today?

BEAR: I (do) \_\_\_\_\_<sub>4</sub> fine, thank you. And you?

FISH: Fine, thanks.

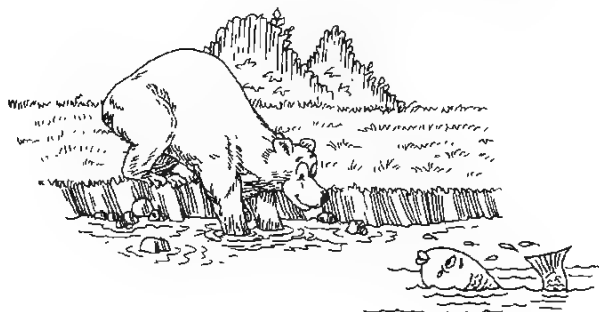
BEAR: (*you, would like*) \_\_\_\_\_<sup>5</sup> to get out of the river and  
 (*sit*) \_\_\_\_\_<sup>6</sup> with me? I (*need*) \_\_\_\_\_<sup>7</sup> someone to talk to.

FISH: I (*need, not*) \_\_\_\_\_<sup>8</sup> to get out of the river for us to  
 talk. We can talk just the way we are now.

BEAR: Hmmm.

FISH: Wait! What (*you, do*) \_\_\_\_\_<sup>9</sup>?

BEAR: I (*get*) \_\_\_\_\_<sup>10</sup> in the river to join you.



FISH: Stop! This (*be*) \_\_\_\_\_<sup>11</sup> my river! I (*trust, not*) \_\_\_\_\_<sup>12</sup>  
 you. What (*you, want*) \_\_\_\_\_<sup>13</sup>?

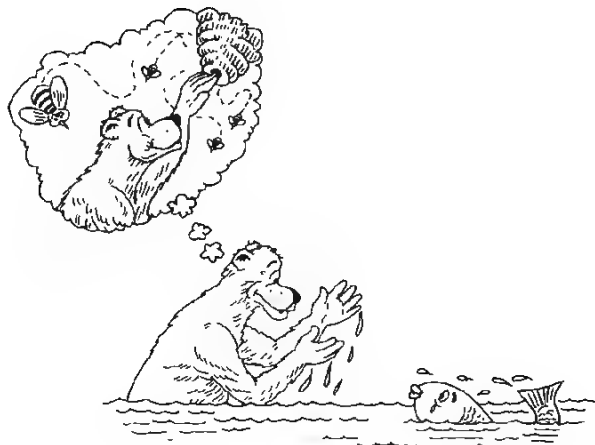
BEAR: Nothing. Just a little conversation. I (*want*) \_\_\_\_\_<sup>14</sup> to tell you  
 about my problems. I (*have*) \_\_\_\_\_<sup>15</sup> a bad day yesterday.

FISH: Oh? What happened?

## PART II.

BEAR: While I was walking through the woods, I (*see*) \_\_\_\_\_<sup>16</sup> a beehive. I  
 (*love*) \_\_\_\_\_<sup>17</sup> honey. So I (*stop*) \_\_\_\_\_<sup>18</sup>. When I  
 (*reach*) \_\_\_\_\_<sup>19</sup> inside the beehive to get some honey, a great big  
 bee (*come*) \_\_\_\_\_<sup>20</sup> up behind me and stung\* my ear. The sting (*be*)  
 \_\_\_\_\_<sup>21</sup> very painful.

\**Stung* is the past form of the verb *stung*, which means "to cause sharp pain."



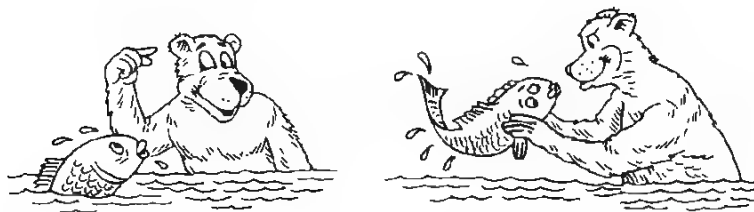
FISH: I (*believe, not*) \_\_\_\_\_ you. Bees can't hurt bears. I  
 \_\_\_\_\_ your story about a great big bee.  
 All bees (*be*) \_\_\_\_\_ the same size, and they (*be, not*)  
 \_\_\_\_\_ big.

BEAR: But it is true! Here. Come a little closer and look at my ear. I'll show you  
 where the big bee stung it.

FISH: Okay. Where (*it, be*) \_\_\_\_\_? Where (*the bee, sting*)  
 \_\_\_\_\_ you?

BEAR: Right here. See?

FISH: Stop! What (*you, do*) \_\_\_\_\_? Let go of me! Why  
 (*you, hold*) \_\_\_\_\_ me?



BEAR: I (*hold*) \_\_\_\_\_ you because I'm going to eat you for  
 dinner.

FISH: Oh no! You (*trick*) \_\_\_\_\_ me! Your story about the great big  
bee never (*happen*) \_\_\_\_\_!  
31 32

**PART III.**

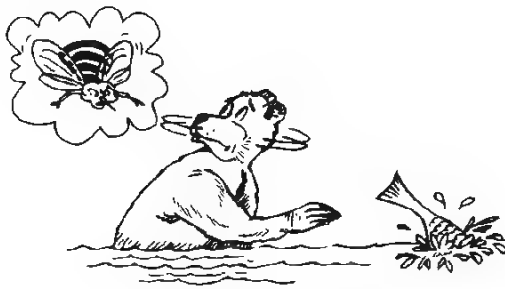
BEAR: That's right. I (*get*) \_\_\_\_\_ in the river because I (*want*)  
\_\_\_\_\_ (*catch*) \_\_\_\_\_ you for dinner. And I  
33 34 35  
did! I (*catch*) \_\_\_\_\_ you for dinner.  
36

FISH: Watch out! Behind you! Oh no! Oh no! It's a very, very big bee. It's huge!  
It (*look*) \_\_\_\_\_ really angry!  
37

BEAR: I (*believe, not*) \_\_\_\_\_ you!  
38

FISH: But it (*be*) \_\_\_\_\_ true! A great big bee (*come*) \_\_\_\_\_  
39 40  
toward you. It's going to attack you and sting you!

BEAR: What? Where? I (*see, not*) \_\_\_\_\_ a bee! Oh no, Fish, you  
41  
are getting away from me. Oh no! I (*drop*) \_\_\_\_\_ you!  
42  
Come back! Come back!



FISH: Ha! I (*fool*) \_\_\_\_\_ you too Bear. Now you must find your  
43  
dinner in another place.

BEAR: Yes, you (*trick*) \_\_\_\_\_ me too. We (*teach*)  
44  
\_\_\_\_\_ each other a good lesson today: Don't believe  
45  
everything you hear.

FISH: Thank you for teaching me that lesson. Now I will live a long and happy life.

BEAR: Yes, we (*learn*) \_\_\_\_\_ a valuable lesson today, and that's

good. But I (*be*) \_\_\_\_\_ still hungry. Hmmm. I (*have*)

\_\_\_\_\_ a gold tooth in my mouth. (*you, would like*)

\_\_\_\_\_ to come closer and look at it?







# CHAPTER 10

## Expressing Future Time, Part 1

### □ EXERCISE 1. Preview: let's talk.

*Directions:* Answer your teacher's questions. Give a short answer and a long answer. Close your book for this activity.

*Example:*

TEACHER: Are you going to eat dinner at home tonight?

STUDENT: Yes, I am. I'm going to eat dinner at home tonight. OR  
No, I'm not. I'm not going to eat dinner at home tonight.

1. Are you going to come to class tomorrow?
2. Is *(name of a student)* going to be here tomorrow? Please ask her/him.
3. Are *(names of two students)* going to be here tomorrow? Please ask them.
4. When are you going to go to bed tonight?
5. What time are you going to get up tomorrow morning?
6. Where is *(name of a student)* going to go tomorrow after class? Please ask her/him.

### 10-1 FUTURE TIME: USING BE GOING TO

<p>(a) I <b>am going to go</b> downtown tomorrow.</p> <p>(b) Sue <b>is going to be</b> here tomorrow afternoon.</p> <p>(c) We <b>are going to come</b> to class tomorrow morning.</p>	<p><b>Be going to</b> expresses (talks about) the future.</p> <p>FORM: <b>am</b> <b>is</b> <b>are</b> } + <b>going</b> + infinitive*</p>
<p>(d) I'm <b>not going to go</b> downtown tomorrow.</p> <p>(e) Ann <b>isn't going to study</b> tonight.</p>	<p>NEGATIVE: <b>be + not + going to</b></p>
<p>(f) "<b>Are you going to come</b> to class tomorrow?" "No, I'm not."</p> <p>(g) "<b>Is Jim going to be</b> at the meeting tomorrow?" "Yes, he is."</p> <p>(h) "What time <b>are you going to eat</b> dinner tonight?" "Around six."</p>	<p>QUESTION: <b>be + subject + going to</b></p> <p>A form of <b>be</b> is used in the short answer to a yes/no question with <b>be going to</b>, as in (f) and (g). (See Chart 2-2, p. 25, for information about short answers with <b>be</b>.)</p>

\*Infinitive = **to** + the simple form of a verb (*to come, to go, to see, to study, etc.*).

## □ EXERCISE 2. Let's talk: pairwork.

*Directions:* Work with a partner. Which of the given activities are you going to do tomorrow? Which ones are you not going to do tomorrow?

Partner A: Your book is open. Ask a question. Use ***Are you going to ... tomorrow?***

Partner B: Your book is closed. Answer the question. Give both a short answer and a long answer. Use ***I'm going to ... tomorrow*** OR ***I'm not going to ... tomorrow*** in the long answer.

*Example:* go downtown

PARTNER A (*book open*): Are you going to go downtown tomorrow?

PARTNER B (*book closed*): Yes, I am. I'm going to go downtown tomorrow. OR  
No, I'm not. I'm not going to go downtown tomorrow.

- |                                       |  |
|---------------------------------------|--|
| 1. get up before eight o'clock        | 6. get a haircut                           |
| 2. come to class                      | 7. watch TV in the evening                 |
| 3. stay home all day                  | 8. do something interesting in the evening |
| 4. eat lunch                          | 9. go to bed early                         |
| 5. get a ride with ( <i>someone</i> ) | 10. go to bed late                         |

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn now.

- |                       |  |
|-----------------------|--|
| 11. get up early      | 16. eat dinner                           |
| 12. get up late       | 17. eat dinner alone                     |
| 13. walk to school    | 18. listen to music after dinner         |
| 14. study grammar     | 19. go shopping                          |
| 15. get some exercise | 20. do something interesting and unusual |

## □ EXERCISE 3. Let's talk: class interview.

*Directions:* Walk around the room. Ask your classmates questions. Write down their names and their answers. Share some of their answers with the class.

*Example:* tomorrow

SPEAKER A: What are you going to do tomorrow?

SPEAKER B: I'm going to go shopping / get a haircut / walk to school.

Question	First name	Answer
1. tomorrow		
2. tomorrow morning		

Question	First name	Answer
3. tomorrow afternoon		
4. tomorrow night		
5. at 7:00 tomorrow morning		
6. at 9:00 tomorrow morning		
7. at noon tomorrow		
8. at 5:00 tomorrow afternoon		
9. around 6:30 tomorrow evening		
10. after 8:00 tomorrow night		

#### □ EXERCISE 4. Sentence practice.

*Directions:* Complete the sentences. Use **be going to** and the given expressions (or your own words).

<i>call the manager</i>	<i>✓ go to the bookstore</i>	<i>see a dentist</i>
<i>call the police</i>	<i>go to an Italian restaurant</i>	<i>stay in bed today</i>
<i>get something to eat</i>	<i>lie down and rest for a while</i>	<i>take a long walk in the park</i>
<i>go to the beach</i>	<i>look it up in my dictionary</i>	<i>take it to the post office</i>
<i>go to bed</i>	<i>major in psychology</i>	<i>take them to the laundromat</i>

- I need to buy a book. I am going to go to the bookstore.
- It's midnight now. I'm sleepy. I \_\_\_\_\_
- Sue is hungry. She \_\_\_\_\_
- My clothes are dirty. I \_\_\_\_\_
- I have a toothache. I \_\_\_\_\_
- I'm writing a composition. I don't know how to spell a word. I \_\_\_\_\_  
\_\_\_\_\_
- George has to mail a package. He \_\_\_\_\_
- It's a nice day today. Mary and I \_\_\_\_\_

9. Sue and I want to go swimming. We \_\_\_\_\_
10. I have a headache. I \_\_\_\_\_
11. It's late at night. I hear a burglar! I \_\_\_\_\_
12. I want to be a psychologist. When I go to the university, I \_\_\_\_\_
- \_\_\_\_\_
13. I feel terrible. I think I'm getting the flu. I \_\_\_\_\_
14. Ivan and Natasha want to go out to eat. They \_\_\_\_\_
15. Rosa lives in an apartment. There's a problem with the plumbing. She \_\_\_\_\_
- \_\_\_\_\_



#### ☐ EXERCISE 5. Let's talk: class activity.

*Directions:* Listen to the teacher describe common activities. Picture these activities in your mind. Use **be going to** to tell what you think your classmates are going to do. Close your book for this activity.

*Example:*

TEACHER: (...) is carrying his/her textbooks and notebooks. He/She is walking toward the library. What is (...) going to do?

STUDENT: (...) is going to study at the library.

1. (...) is standing next to the chalkboard. He/She is picking up a piece of chalk. What is (...) going to do?
2. (...) has some letters in his/her hand. He/She is walking toward the post office. What is (...) going to do?
3. (...) is holding a phone book. He/She is looking for (...)’s name. What is (...) going to do?

4. (...) put some water on the stove to boil. She got a cup and saucer and some tea out of the cupboard. What is (...) going to do?
5. (...) is putting on his/her coat. He/She is walking toward the door. What is (...) going to do?
6. (...) has a basket full of dirty clothes. He/She is walking toward a laundromat. What is (...) going to do?
7. (...) bought some meat and vegetables at the store. He/She is holding a bag of rice. He/She just turned on the stove. What is (...) going to do?
8. (...) and (...) are walking into (*name of a local restaurant*). It's seven o'clock in the evening. What are (...) and (...) going to do?
9. (...) gave (...) a diamond engagement ring. What are (...) and (...) going to do?
10. (...) and (...) have airplane tickets. They're putting clothes in their suitcases. Their clothes include swimming suits and sandals. What are (...) and (...) going to do?

#### □ EXERCISE 6. Let's talk: Interview.

*Directions:* Walk around the room. Ask your classmates questions using **be going to**. Write down their names and their answers. Share some of their answers with the class.

*Example:* when \ go downtown

SPEAKER A: When are you going to go downtown?

SPEAKER B: Tomorrow afternoon. / In a couple of days. / Around noon. / Etc.

Question	First name	Answer
1. where \ go after class today		
2. what time \ get home tonight		
3. when \ eat dinner		
4. where \ eat dinner		
5. what time \ go to bed tonight		
6. what time \ get up tomorrow morning		
7. where \ be tomorrow morning		
8. when \ see your family again		
9. where \ live next year		
10. when \ take a trip and where \ go		

## □ EXERCISE 7. Let's talk: class activity.

**Directions:** Your teacher will ask you questions. Use **be going to** in your answers. Close your book for this activity.

**Example:** You want to buy some tea. What are you going to do? What is ( . . . ) going to do and why?

TEACHER: You want to buy some tea. What are you going to do?

SPEAKER A: I'm going to go to the grocery store.

TEACHER: (to Speaker B) What is (Speaker A) going to do and why?

SPEAKER B: (Speaker A) is going to go to the grocery store because he/she wants to buy some tea.

1. You have a toothache. What are you going to do? What is ( . . . ) going to do and why?
2. You need to mail a package. Where are you going to go? Where is ( . . . ) going to go and why?
3. Your clothes are dirty.
4. It's midnight. You're sleepy.
5. It's late at night. You hear a burglar.
6. You need to buy some groceries.
7. You want to go swimming.
8. You want to go fishing.
9. You want to buy a new coat.
10. You're hungry.
11. You have a headache.
12. It's a nice day today.
13. You need to cash a check.
14. You want some (pizza) for dinner.
15. You're reading a book. You don't know the meaning of a word.

## 10-2 USING THE PRESENT PROGRESSIVE TO EXPRESS FUTURE TIME

- |                                  |                       |
|----------------------------------|-----------------------|
| (a) Sue <b>is going to leave</b> | at 8:00 tomorrow.     |
| (b) Sue <b>is leaving</b>        | at 8:00 tomorrow.     |
| (c) We <b>are going to drive</b> | to Toronto next week. |
| (d) We <b>are driving</b>        | to Toronto next week. |

Sometimes the present progressive is used to express future time.

(a) and (b) mean the same thing.

(c) and (d) mean the same thing.

The present progressive is used for future meaning when the speaker is talking about plans that have already been made.

### COMMON VERBS

come	drive	go	meet	spend	stay
do	fly	leave	return	start	take

## □ EXERCISE 8. Sentence practice.

*Directions:* Rewrite the sentences using the present progressive.

1. My mother and I are going to leave for our trip at 10:00 tomorrow.  
     *→ My mother and I are leaving for our trip at 10:00 tomorrow.*
2. We are going to fly to Athens.
3. We are going to spend a week there.
4. My brother is going to meet us there.
5. He is going to take the train.
6. We are going to go sightseeing together.
7. I am going to come back by boat, and they are going to return by train.

## □ EXERCISE 9. Listening.



*Directions:* Listen to each sentence. Decide if the meaning is present or future time. Circle the correct answer.

- |                   |        |            |        |
|-------------------|--------|------------|--------|
| 1. <u>present</u> | future | 5. present | future |
| 2. present        | future | 6. present | future |
| 3. present        | future | 7. present | future |
| 4. present        | future | 8. present | future |

## □ EXERCISE 10. Let's talk: Interview.

*Directions:* Walk around the room. Ask your classmates questions using the present progressive. Write down their names and their answers. Share some of their answers with the class.

*Example:* what \ do \ tonight

SPEAKER A: What are you doing tonight?

SPEAKER B: I'm staying home and watching a DVD.

Question	First name	Answer
1. where \ go \ after school		
2. what time \ have dinner		
3. when \ go \ to bed tonight		
4. what time \ get up \ tomorrow		
5. what \ do \ tomorrow		
6. what \ do \ this weekend		



## □ EXERCISE 11. Listening.



Directions: Listen to each sentence. Circle the verb you hear.

- |                            |                  |              |
|----------------------------|------------------|--------------|
| 1. <u>is going to rain</u> | is raining       | rains        |
| 2. am going to leave       | am leaving       | leave        |
| 3. is going to start       | is starting      | starts       |
| 4. is going to come        | is coming        | comes        |
| 5. is going to call        | is calling       | calls        |
| 6. Are you going to study  | Are you studying | Do you study |
| 7. are going to have       | are having       | have         |
| 8. aren't going to go      | aren't going     | don't go     |
| 9. is going to ride        | is riding        | rides        |
| 10. is going to help       | is helping       | helps        |

## 10-3 WORDS USED FOR PAST TIME AND FUTURE TIME

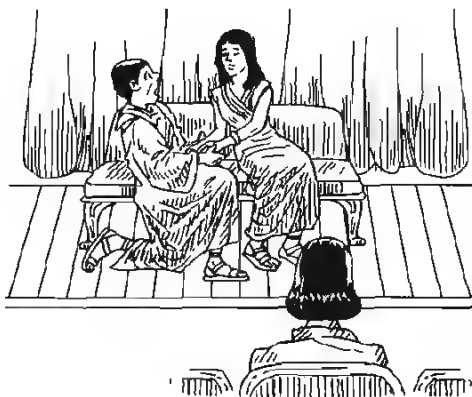
PAST	FUTURE	
yesterday	tomorrow	PAST: It <i>rained</i> <b>yesterday</b> . FUTURE: It's <i>going to rain</i> <b>tomorrow</b> .
yesterday morning yesterday afternoon yesterday evening last night	tomorrow morning tomorrow afternoon tomorrow evening tomorrow night	PAST: I <i>was</i> in class <b>yesterday morning</b> . FUTURE: I'm <i>going to be</i> in class <b>tomorrow morning</b> .
last week last month last year last weekend last spring last summer last fall last winter last Monday, etc.	next week next month next year next weekend next spring next summer next fall next winter next Monday, etc.	PAST: Mary <i>went</i> downtown <b>last week</b> . FUTURE: Mary <i>is going to go</i> downtown <b>next week</b> .  PAST: Bob <i>graduated</i> from high school <b>last spring</b> . FUTURE: Ann <i>is going to graduate</i> from high school <b>next spring</b> .
... minutes ago ... hours ago ... days ago ... weeks ago ... months ago ... years ago	in ... minutes (from now) in ... hours (from now) in ... days (from now) in ... weeks (from now) in ... months (from now) in ... years (from now)	PAST: I <i>finished</i> my homework <b>five minutes ago</b> . FUTURE: Pablo <i>is going to finish</i> his homework <b>in five minutes</b> .



□ **EXERCISE 12. Sentence practice.**

*Directions:* Complete the sentences. Use *yesterday*, *last*, *tomorrow*, or *next*.

1. I went swimming yesterday morning.
2. Ken is going to go to the beach tomorrow morning.
3. I'm going to take a trip \_\_\_\_\_ week.
4. Maria went to Miami \_\_\_\_\_ week for a short vacation.
5. We had a test in class \_\_\_\_\_ afternoon.
6. \_\_\_\_\_ afternoon we're going to go on a picnic.
7. My sister is going to arrive \_\_\_\_\_ Tuesday.
8. Mr. Koh bought a used car \_\_\_\_\_ Friday.
9. My brother is going to enter the university \_\_\_\_\_ fall.
10. \_\_\_\_\_ spring I took a trip to San Francisco.
11. Mia is going to fly to London \_\_\_\_\_ month.
12. Rick lived in Tokyo \_\_\_\_\_ year.
13. I'm going to study at the library \_\_\_\_\_ night.
14. \_\_\_\_\_ night I watched TV.
15. \_\_\_\_\_ evening I'm going to go to a baseball game.
16. Mrs. Chang went to the opera \_\_\_\_\_ evening.



### □ EXERCISE 13. Sentence practice.

Directions: Complete the sentences. Use the given time expression with **ago** or **in**.

1. *ten minutes* Class is going to end in ten minutes.
2. *ten minutes* Ann's class ended ten minutes ago.
3. *an hour* The post office isn't open. It closed \_\_\_\_\_
4. *an hour* Jack is going to call us \_\_\_\_\_
5. *two more months* I'm studying abroad now, but I'm going to be back home \_\_\_\_\_
6. *two months* My wife and I took a trip to Morocco \_\_\_\_\_
7. *a minute* Karen left \_\_\_\_\_
8. *half an hour* I'm going to meet David at the coffee shop \_\_\_\_\_
9. *one more week* The new highway is going to open \_\_\_\_\_
10. *a year* I was living in Korea \_\_\_\_\_

### □ EXERCISE 14. Sentence practice.

Directions: Change the sentences using **ago** or **in**. Use the calendar to calculate length of time. "Today" is September 9.

1. Beth and Tom are going to get married on September 14.

→ *Beth and Tom are going to get married in five days.*

2. They are going to leave for their honeymoon on Sept. 15.

3. Beth and Tom got engaged on June 9.

4. They are going to return from their honeymoon on Sept. 23.

5. Beth and Tom met in 2002.

6. They began dating a year later.

7. Tom is going to quit his job September 30.

8. Beth and Tom are going to open a restaurant together on December 9.

SEPTEMBER						
Sun	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

### □ EXERCISE 15. Listening.



*Directions:* Listen to the beginning of each sentence. Circle the correct completion.

- |                       |                        |
|-----------------------|------------------------|
| 1. five minutes ago   | <u>in five minutes</u> |
| 2. one hour ago       | in one hour            |
| 3. two weeks ago      | in two weeks           |
| 4. one year ago       | in one year            |
| 5. ten minutes ago    | in ten minutes         |
| 6. a few minutes ago  | in a few minutes       |
| 7. last spring        | next spring            |
| 8. last summer        | next summer            |
| 9. last weekend       | next weekend           |
| 10. yesterday evening | tomorrow evening       |

### □ EXERCISE 16. Let's talk: interview.

*Directions:* Walk around the room. Ask a different student each pair of questions. Write down their names and their answers. Share some of their answers with the class.

Question	First name	Answer
1. where \ go \ yesterday where \ go \ tomorrow		
2. who \ call \ last week who \ call \ next week		
3. who \ call \ yesterday who \ call \ tomorrow		
4. what \ watch on TV \ last week what \ watch on TV \ next week		
5. where \ live \ five years ago where \ live \ in five years		

### □ EXERCISE 17. Sentence practice.

*Directions:* Complete the sentences. Use **yesterday**, **last**, **tomorrow**, **next**, **in**, or **ago**.

- I went to the zoo last week.
- Yolanda went to the zoo a week \_\_\_\_\_.
- Peter Nelson is going to go to the zoo \_\_\_\_\_ Saturday.

4. We're going to go to the zoo \_\_\_\_\_ two more days.
5. My children went to the zoo \_\_\_\_\_ morning.
6. My cousin is going to go to the zoo \_\_\_\_\_ afternoon.
7. Kim Yang-Don graduated from Sogang University \_\_\_\_\_ spring.
8. We're going to have company for dinner \_\_\_\_\_ night.
9. We had company for dinner three days \_\_\_\_\_.
10. We're going to have dinner at our friends' house \_\_\_\_\_ two days.
11. \_\_\_\_\_ evening we're going to go to a concert.
12. \_\_\_\_\_ Friday I went to a party.
13. \_\_\_\_\_ morning the students took a test.
14. My little sister arrived here \_\_\_\_\_ month.
15. She is going to leave \_\_\_\_\_ two weeks.
16. \_\_\_\_\_ year Yuko is going to be a freshman in college.

#### 10-4 USING A COUPLE OF OR A FEW WITH AGO (PAST) AND IN (FUTURE)

<p>(a) Sam arrived here <b>one</b> (OR <b>a</b>) <i>year ago</i>.</p> <p>(b) Jack is going to be here <b>in two minutes</b>.</p> <p>(c) I talked to Ann <b>three days ago</b>.</p>	<p>Numbers are often used in time expressions with <b>ago</b> and <b>in</b>.</p>
<p>(d) I saw Carlos <b>a couple of months ago</b>.</p> <p>(e) He's going to return to Mexico <b>in a couple of months</b>.</p> <p>(f) I got a letter from Gina <b>a few weeks ago</b>.</p> <p>(g) I'm going to see Gina <b>in a few weeks</b>.</p>	<p><b>A couple of</b> and <b>a few</b> are also commonly used. <b>A couple of</b> means "two." <i>A couple of months ago = two months ago.</i></p> <p><b>A few</b> means "a small number, not a large number." <i>A few weeks ago – three, four, or five weeks ago.</i></p>
<p>(h) I began college last year. I'm going to graduate <b>in two more years</b>. My sister is almost finished with her education. She's going to graduate <b>in a few more months</b>.</p>	<p>Frequently, the word <b>more</b> is used in future time expressions that begin with <b>in</b>.</p>

### □ EXERCISE 18. Let's talk: small groups.

*Directions:* Work in small groups. Take turns completing the sentences. Use information from your own life. Use the words in *italics* with **ago** or **in**. Use numbers (*one, two, three, ten, sixteen, etc.*) or the expressions **a couple of** or **a few**.

1. *days* We studied Chapter 9 a couple of days ago/three days ago/etc.
2. *days* We're going to finish this chapter in a few more days / in  
three or four days / etc.
3. *hours* I ate breakfast \_\_\_\_\_
4. *hours* I'm going to eat lunch/dinner \_\_\_\_\_
5. *minutes* We finished Exercise 17 \_\_\_\_\_
6. *minutes* This class is going to end \_\_\_\_\_
7. *years* I was born \_\_\_\_\_
8. *years* My parents got married \_\_\_\_\_
9. *weeks* } I arrived in this city \_\_\_\_\_, and  
*months* }  
*years* } I'm going to leave this city \_\_\_\_\_

### □ EXERCISE 19. Sentence practice.

*Directions:* Complete the sentences with your own words. Write about your life. For example, what did you do a few days ago? What are you going to do in a few days? Share some of your sentences with the class.

1. \_\_\_\_\_ a few days ago.
2. \_\_\_\_\_ in a few days (from now).
3. \_\_\_\_\_ in a few more minutes.
4. \_\_\_\_\_ three hours ago.
5. \_\_\_\_\_ in four more hours.
6. \_\_\_\_\_ a couple of days ago.
7. \_\_\_\_\_ in a couple of months (from now).
8. \_\_\_\_\_ many years ago.
9. \_\_\_\_\_ in a couple of minutes (from now).

## □ EXERCISE 20. Listening.



**Directions:** Listen to the sentences. Circle **same** if the sentence in the book has the same meaning. Circle **different** if the meaning is different.

- |  |             |           |
|--|-------------|-----------|
| 1. Jean is going to leave in two days.           | <b>same</b> | different |
| 2. Tom is going to leave in three weeks.         | same        | different |
| 3. The doctor is going to call in one hour.      | same        | different |
| 4. Tim graduated from high school two years ago. | same        | different |
| 5. We sold our house five years ago.             | same        | different |
| 6. The mail came ten minutes ago.                | same        | different |
| 7. The phone rang five minutes ago.              | same        | different |
| 8. John is going to be here in forty minutes.    | same        | different |

## 10-5 USING TODAY, TONIGHT, AND THIS + MORNING, AFTERNOON, EVENING, WEEK, MONTH, YEAR

PRESENT	Right now it's 10 A.M. We are in our English class. (a) We <b>are studying</b> English <b>this morning</b> .	today tonight this morning this afternoon this evening this week this weekend this month this year	These words can express present, past, or future time.
PAST	Right now it's 10 A.M. Nancy left home at 9 A.M. to go downtown. She isn't at home right now. (b) Nancy <b>went</b> downtown <b>this morning</b> .		
FUTURE	Right now it's 10 A.M. Class ends at 11 A.M. After class today, I'm going to go to the post office. (c) I'm <b>going to go</b> to the post office <b>this morning</b> .		

## □ EXERCISE 21. Sentence practice.

**Directions:** Answer the questions with your own words.

1. What is something you did earlier this year?

→ I came to this city this year.

2. What is something you are doing this year?

→ I am studying English this year.

3. What is something you are going to do this year?

→ I am going to visit my relatives in Cairo this year.

4. What is something you did earlier today?

→ I \_\_\_\_\_ today.

5. What is something you are doing today, right now?

→ I \_\_\_\_\_ today.

6. What is something you are going to do later today?

→ I \_\_\_\_\_ today.

7. What is something you did earlier this morning / afternoon / evening?

→ I \_\_\_\_\_ this \_\_\_\_\_.

8. What is something you are going to do later this morning / afternoon / evening?

→ I \_\_\_\_\_ this \_\_\_\_\_.

## □ EXERCISE 22. Sentence practice.

*Directions:* Complete the sentences with your own words. Discuss the different verb tenses that are possible.

1. \_\_\_\_\_ today.

2. \_\_\_\_\_ this morning.

3. \_\_\_\_\_ this afternoon.

4. \_\_\_\_\_ this evening.

5. \_\_\_\_\_ tonight.

6. \_\_\_\_\_ this week.

7. \_\_\_\_\_ this month.

8. \_\_\_\_\_ this year.

## □ EXERCISE 23. Let's talk: small groups.

*Directions:* Work in small groups. Take turns being Speaker A and asking your classmates questions about future activities.

Speaker A: Begin your question with **When are you going to ... ?**

Speaker B: Answer Speaker A's question.

Speaker A: Ask Speaker C a question that begins with **When is (B) going to ... ?**

Speaker C: Answer in a complete sentence.

*Example:* go downtown

SPEAKER A: When are you going to go downtown?

SPEAKER B: This weekend. / Tomorrow morning. / In a couple of days. / Etc.

SPEAKER A: When is ( . . . ) going to go downtown?

SPEAKER C: He/She is going to go downtown this weekend.

- |   |   |
|---|---|
| 1. have dinner                                    | 7. go to ( <i>name of a restaurant</i> ) for dinner |
| 2. do your grammar homework                       | 8. see your family again                            |
| 3. go shopping                                    | 9. buy a car  |
| 4. go to ( <i>name of a class</i> )               | 10. see ( <i>name of a new movie</i> )              |
| 5. visit ( <i>name of a place in this city</i> )  | 11. go to ( <i>name of an event</i> )               |
| 6. call ( <i>name of a student</i> ) on the phone | 12. take a vacation                                 |

#### □ EXERCISE 24. Let's talk: pairwork.

*Directions:* Work with a partner. Ask questions using the given verbs or your own words.

*Example:* tomorrow morning

PARTNER A: Are you going to come to class tomorrow morning?

PARTNER B: Yes, I am. OR No, I'm not.

*Example:* yesterday morning

PARTNER A: Did you eat breakfast yesterday morning?

PARTNER B: Yes, I did. OR No, I didn't.

Remember: You can use the given verbs or your own words.

<i>buy</i>	<i>drive</i>	<i>shop</i>
<i>call</i>	<i>eat</i>	<i>sleep</i>
<i>come</i>	<i>get up</i>	<i>visit</i>
<i>do</i>	<i>go</i>	<i>wake up</i>
<i>drink</i>	<i>send</i>	<i>wash</i>

*Switch roles.*

- |                        |                                     |
|------------------------|-------------------------------------|
| 1. last night          | 10. last week                       |
| 2. tomorrow night      | 11. this week                       |
| 3. tonight             | 12. yesterday morning               |
| 4. tomorrow afternoon  | 13. tomorrow morning                |
| 5. yesterday afternoon | 14. this morning                    |
| 6. this afternoon      | 15. later today                     |
| 7. last Friday         | 16. a couple of hours ago           |
| 8. next Friday         | 17. in a couple of hours (from now) |
| 9. next week           | 18. this evening                    |



## EXERCISE 25. Listening.



**Directions:** Listen to each sentence. Decide if the meaning is past, present, or future time. Circle the correct answer.

- |          |                |        |
|----------|----------------|--------|
| 1. past  | <u>present</u> | future |
| 2. past  | present        | future |
| 3. past  | present        | future |
| 4. past  | present        | future |
| 5. past  | present        | future |
| 6. past  | present        | future |
| 7. past  | present        | future |
| 8. past  | present        | future |
| 9. past  | present        | future |
| 10. past | present        | future |

## 10-6 FUTURE TIME: USING WILL

STATEMENT	(a) Mike <b>will arrive</b> at 10:00 tomorrow. (b) Mike <b>is going to arrive</b> at 10:00 tomorrow.	(a) and (b) have basically the same meaning.
	(c) CORRECT: Mike <b>will go</b> there. INCORRECT: Mike <i>will goes</i> there. INCORRECT: Mike <i>will go</i> there.	The simple form of a verb follows <b>will</b> . In (c): <i>goes</i> and <i>will go</i> are NOT correct.
	(d) CORRECT: Mike <i>will arrive</i> at 10:00. INCORRECT: Mike <i>will arrives</i> at 10:00.	There is never a final <b>-s</b> on <b>will</b> for future time.
	(e) CORRECT: Mike <i>will go</i> there. INCORRECT: Mike <i>will to go</i> there.	<b>Will</b> is not followed by an infinitive with <b>to</b> .
CONTRACTIONS	(f) I will come. = <b>I'll</b> come. You will come. = <b>You'll</b> come. She will come. = <b>She'll</b> come. He will come. = <b>He'll</b> come. It will come. = <b>It'll</b> come. We will come. = <b>We'll</b> come. They will come. = <b>They'll</b> come.	<b>Will</b> is contracted to <b>'ll</b> with subject pronouns.* These contractions are common in both speaking and writing.
NEGATIVE	(g) Bob <b>will not be</b> here tomorrow. (h) Bob <b>won't be</b> here tomorrow.	Negative contraction <b>will + not = won't</b>

\***Will** is also often contracted with nouns in speaking (but not in writing).

WRITTEN: Tom *will be* here at ten.

SPOKEN: "Tom'll be here at ten."

□ **EXERCISE 26. Let's talk: class activity.**

*Directions:* Change the sentences by using **will** to express future time.

1. I'm going to arrive around six tomorrow.  
→ *I'll arrive around six tomorrow.*
2. Ahmed isn't going to come to our party.
3. He's going to be out of town next week.
4. Mrs. Rivera is going to be in class tomorrow.
5. She has a cold, but she isn't going to stay home.
6. Jack and Olga are going to meet us at the movie theater.
7. They're going to be there at 7:15.
8. Tina is going to stay home and watch TV tonight.\*
9. This is an important letter. I'm going to send it by express mail.
10. My parents are going to stay at a hotel in Honolulu.
11. Hurry up, or we're going to be late for the concert.
12. I'm not going to be at home this evening.
13. I'm going to wash the dishes and clean the kitchen after dinner.
14. Be careful with those scissors! You're going to hurt yourself!



---

\*When two verbs are connected by *and*, the helping verbs **be going to** and **will** are usually not repeated. For example:  
*I'm going to lock the doors and ~~am going to~~ turn out the lights.*  
*I'll lock the doors and ~~will~~ turn out the lights.*

## □ EXERCISE 27. Listening.



*Directions:* Listen to each sentence. Circle the word(s) you hear.

- |                      |              |                |               |
|----------------------|--------------|----------------|---------------|
| 1. <u>teacher'll</u> | teacher will | 6. students'll | students will |
| 2. teacher'll        | teacher will | 7. John'll     | John will     |
| 3. We'll             | We will      | 8. doctor'll   | doctor will   |
| 4. We'll             | We will      | 9. nurse'll    | nurse will    |
| 5. I'll              | I will       | 10. You'll     | you will      |

## □ EXERCISE 28. Listening.



*Directions:* Think of a place you would like to visit during your dream vacation. It can be a small town, a big city, a country, or a place far away from cities or towns. After you have this place in your mind, listen to the questions and write complete answers. Share a few of your answers with the class.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## 10-7 ASKING QUESTIONS WITH WILL

QUESTION						ANSWER
(QUESTION WORD)	+	<b>WILL</b>	+	SUBJECT	+	MAIN VERB
(a)		<b>Will</b>		<b>Tom</b>		<b>come</b> tomorrow?
						→ <b>Yes, he will.*</b> <b>No, he won't.</b>
(b)		<b>Will</b>		<b>you</b>		<b>be</b> at home tonight?
						→ <b>Yes, I will.*</b> <b>No, I won't.</b>
(c) When		<b>will</b>		<b>Ann</b>		<b>arrive?</b>
						→ <b>Next Saturday.</b>
(d) What time		<b>will</b>		<b>the plane</b>		<b>arrive?</b>
						→ <b>Three-thirty.</b>
(e) Where		<b>will</b>		<b>you</b>		<b>be</b> tonight?
						→ <b>At home.</b>

\*NOTE. **will** is not contracted with a pronoun in a short answer. See Chart 2-2, p. 25, for information about the use of contractions in short answers.

□ **EXERCISE 29. Question practice.**

*Directions:* Make questions.

1. A: Will you be at home tomorrow night?

B: Yes, I will. (I'll be at home tomorrow night.)

2. A: Will Ann be in class tomorrow?

B: No, she won't. (Ann won't be in class tomorrow).

3. A: When will you see Mr. Pong?

B: Tomorrow afternoon. (I'll see Mr. Pong tomorrow afternoon.)

4. A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (The plane will be on time.)

5. A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (Dinner will be ready in a few minutes.)

6. A: \_\_\_\_\_

B: In a few minutes. (Dinner will be ready in a few minutes.)

7. A: \_\_\_\_\_

B: Next year. (I'll graduate next year.)

8. A: \_\_\_\_\_

B: At the community college. (Mary will go to school at the community college next year.)

9. A: \_\_\_\_\_

B: No, \_\_\_\_\_ (Jane and Mark won't be at the party.)

10. A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (Mike will arrive in Chicago next week.)

11. A: \_\_\_\_\_

B: In Chicago. (Mike will be in Chicago next week.)

12. A: \_\_\_\_\_

B: No, \_\_\_\_\_ (I won't be home early tonight.)

13. A: \_\_\_\_\_

B: In a few minutes. (Dr. Smith will be back in a few minutes.)

14. A: \_\_\_\_\_

B: Yes, \_\_\_\_\_ (I'll be ready to leave at 8:15.)

**EXERCISE 30. Let's talk: pairwork.**

*Directions:* Work with a partner.

**PART 1.** Imagine you are visiting Paris. Check (✓) the fun things you will do on your trip.

*Paris activities:*

- \_\_\_\_\_ visit the Eiffel Tower
- \_\_\_\_\_ ride the elevator to the top
- \_\_\_\_\_ drink coffee in a French café
- \_\_\_\_\_ buy a painting from a street artist
- \_\_\_\_\_ ride a boat on the Seine River
- \_\_\_\_\_ see the Mona Lisa at the Louvre museum
- \_\_\_\_\_ speak French
- \_\_\_\_\_ buy some clothes at a French shop
- \_\_\_\_\_ eat dinner in an expensive French restaurant
- \_\_\_\_\_ visit Notre Dame cathedral
- \_\_\_\_\_ take a bus tour of Paris
- \_\_\_\_\_ buy some French perfume



**PART II.** Take turns asking and answering questions about your activities.

*Example:* visit the Eiffel Tower

PARTNER A: Will you visit the Eiffel Tower?

PARTNER B: Yes, I will. OR No, I won't.

PARTNER A: Your turn now.

Partner A	Partner B
1. visit the Eiffel Tower	1. ride the elevator to the top
2. drink coffee in a French café	2. buy a painting from a street artist
3. ride a boat on the Seine River	3. see the Mona Lisa at the Louvre museum
4. speak French	4. buy some clothes at a French shop
5. eat dinner in an expensive French restaurant	5. visit Notre Dame cathedral
6. take a bus tour of Paris	6. buy some French perfume

### EXERCISE 31. Listening.



*Directions:* Read the story. Then listen to the questions and circle the correct answers. NOTE: Jane is a high school student. She is thinking about next year. New Year's is in one week. She wants to change some of her habits. She is going to make some New Year's resolutions.

*Jane is a good student. She studies a lot, but she likes to go to parties on weekends. She wants to attend a good university, so next year she will study on weekends too. She has a healthy lifestyle, but sometimes she forgets to exercise. She will exercise four times a week. Now, she only exercises two times a week. She doesn't smoke, but she wants to lose a little weight. She will start a new diet next year. Jane loves her grandmother, but she doesn't see her very much. Jane misses her. Next year, she will visit her once a week. Jane is planning a lot of changes, and she thinks she will be happier.*

- |                   |                |
|-------------------|----------------|
| 1. Yes, she will. | No, she won't. |
| 2. Yes, she will. | No, she won't. |
| 3. Yes, she will. | No, she won't. |
| 4. Yes, she will. | No, she won't. |
| 5. Yes, she will. | No, she won't. |
| 6. Yes, she will. | No, she won't. |
| 7. Yes, she will. | No, she won't. |
| 8. Yes, she will. | No, she won't. |

□ **EXERCISE 32. Listening.**



**Directions:** **Won't** and **want** sound similar. Listen carefully to the sentences and circle the verbs you hear.

1. won't      want
2. won't      want
3. won't      want
4. won't      want
5. won't      want
6. won't      want
7. won't      want
8. won't      want

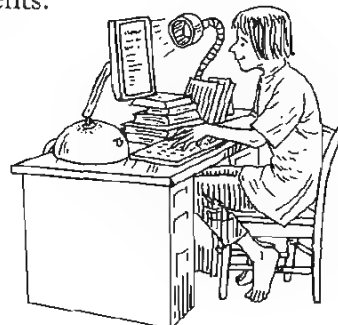
## 10-8 VERB SUMMARY: PRESENT, PAST, AND FUTURE

	STATEMENT	NEGATIVE	QUESTION
SIMPLE PRESENT	I <b>eat</b> lunch every day. He <b>eats</b> lunch every day.	I <b>don't eat</b> breakfast. She <b>doesn't eat</b> breakfast.	<b>Do</b> you <b>eat</b> breakfast? <b>Does</b> she <b>eat</b> lunch?
PRESENT PROGRESSIVE	I <b>am eating</b> an apple right now. She <b>is eating</b> an apple. They <b>are eating</b> apples.	I'm <b>not eating</b> a pear. She <b>isn't eating</b> a pear. They <b>aren't eating</b> pears.	<b>Am</b> I <b>eating</b> a banana? <b>Is</b> he <b>eating</b> a banana? <b>Are</b> they <b>eating</b> bananas?
SIMPLE PAST	He <b>ate</b> lunch yesterday.	He <b>didn't eat</b> breakfast.	<b>Did</b> you <b>eat</b> breakfast?
BE GOING TO	I <b>am going to eat</b> lunch at noon. She <b>is going to eat</b> lunch at noon. They <b>are going to eat</b> lunch at noon.	I'm <b>not going to eat</b> breakfast tomorrow. She <b>isn't going to eat</b> breakfast tomorrow. They <b>aren't going to eat</b> breakfast tomorrow.	<b>Am</b> I <b>going to see</b> you tomorrow? <b>Is</b> she <b>going to eat</b> lunch tomorrow? <b>Are</b> they <b>going to eat</b> lunch tomorrow?
WILL	He <b>will eat</b> lunch tomorrow.	He <b>won't eat</b> breakfast tomorrow.	<b>Will</b> he <b>eat</b> lunch tomorrow?

### □ EXERCISE 33. Sentence practice.

Directions: Complete the sentences with the verbs in parentheses.

1. Right now, Anita (*sit*) is sitting at her desk.
2. She (*do, not*) \_\_\_\_\_ homework. She (*write*) \_\_\_\_\_ an e-mail to her parents.
3. She (*write*) \_\_\_\_\_ an e-mail to her parents every week.
4. She (*write, not*) \_\_\_\_\_ an e-mail every day.
5. Her parents (*expect, not*) \_\_\_\_\_ to get an e-mail every day.
6. Last night Anita (*write*) \_\_\_\_\_ an e-mail to her brother. Then she (*start*) \_\_\_\_\_ to write an e-mail to her sister.
7. While Anita was writing an e-mail to her sister last night, her phone (*ring*) \_\_\_\_\_. It (*be*) \_\_\_\_\_ her sister!
8. Anita (*finish, not*) \_\_\_\_\_ the e-mail to her sister last night. After she (*talk*) \_\_\_\_\_ to her sister, she (*go*) \_\_\_\_\_ to bed.
9. Tomorrow she (*write*) \_\_\_\_\_ an e-mail to her cousin in Brazil.
10. Anita (*write, not*) \_\_\_\_\_ an e-mail to her parents tomorrow.
11. (*you, write*) \_\_\_\_\_ an e-mail to someone every day?
12. (*you, write*) \_\_\_\_\_ an e-mail to someone yesterday?
13. (*you, write*) \_\_\_\_\_ an e-mail to someone tomorrow?





## □ EXERCISE 34. Listening.



Directions: Listen to the sentences. Write the verbs you hear.

1. Bill \_\_\_\_\_ meat, eggs, or fish.
2. He \_\_\_\_\_ a vegetarian. He \_\_\_\_\_ meat from animals. He \_\_\_\_\_ it as a child either.
3. His wife Beth \_\_\_\_\_ meat, but she \_\_\_\_\_ a vegetarian.
4. She \_\_\_\_\_ the taste of meat.
5. They \_\_\_\_\_ a new restaurant tomorrow.
6. John \_\_\_\_\_ probably \_\_\_\_\_ a dish with lots of vegetables.
7. Beth \_\_\_\_\_ vegetables for a main dish. She \_\_\_\_\_ probably \_\_\_\_\_ for some type of fish.
8. \_\_\_\_\_ themselves?
9. \_\_\_\_\_ back to this restaurant?

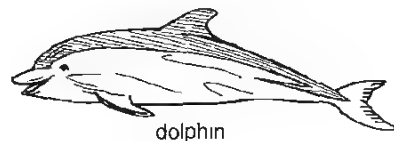
## 10-9 VERB SUMMARY: FORMS OF BE

	STATEMENT	NEGATIVE	QUESTION
SIMPLE PRESENT	I <b>am</b> from Korea. He <b>is</b> from Egypt. They <b>are</b> from Venezuela.	I <b>am not</b> from Jordan. She <b>isn't</b> from China. They <b>aren't</b> from Italy.	<b>Am</b> I in the right room? <b>Is</b> she from Greece? <b>Are</b> they from Kenya?
SIMPLE PAST	Ann <b>was</b> late yesterday. They <b>were</b> late yesterday.	She <b>wasn't</b> on time. They <b>weren't</b> on time.	<b>Was</b> she in class? <b>Were</b> they in class?
BE GOING TO	I <b>am going to be</b> late. She <b>is going to be</b> late. They <b>are going to be</b> late.	I'm <b>not going to be</b> on time. She <b>isn't going to be</b> on time. They <b>aren't going to be</b> on time.	<b>Am I going to be</b> late? <b>Is she going to be</b> late? <b>Are they going to be</b> late tomorrow?
WILL	He <b>will be</b> at home tomorrow.	He <b>won't be</b> at home tomorrow.	<b>Will</b> he be at home tomorrow?

### □ EXERCISE 35. Sentence practice: review of *be*.

*Directions:* Complete the sentences with the verbs in parentheses.

1. I (*be*) \_\_\_\_\_ in class right now. I (*be, not*) \_\_\_\_\_ here yesterday. I (*be*) \_\_\_\_\_ absent yesterday. (*you, be*) \_\_\_\_\_ in class yesterday? (*Carmen, be*) \_\_\_\_\_ here yesterday?
2. Carmen and I (*be*) \_\_\_\_\_ absent from class yesterday. We (*be, not*) \_\_\_\_\_ here.
3. My friends (*be*) \_\_\_\_\_ at Fatima's apartment tomorrow evening. I (*be*) \_\_\_\_\_ there too. (*you, be*) \_\_\_\_\_ there? (*Yuko, be*) \_\_\_\_\_ there?
4. A whale (*be, not*) \_\_\_\_\_ a fish. It (*be*) \_\_\_\_\_ a mammal. Dolphins (*be, not*) \_\_\_\_\_ fish either. They (*be*) \_\_\_\_\_ mammals.



### □ EXERCISE 36. Listening: review of *be*.



*Directions:* Listen to the sentences. Write the words you hear.

1. A: \_\_\_\_\_ here tomorrow?  
B: Yes, \_\_\_\_\_, but \_\_\_\_\_ probably \_\_\_\_\_ late.
2. A: Where \_\_\_\_\_ your visitors from?  
B: Ali \_\_\_\_\_ from Kuwait, and Toshi and Hiro \_\_\_\_\_ from Japan.
3. A: \_\_\_\_\_ everyone in class yesterday?  
B: All the students \_\_\_\_\_ there, but the teacher \_\_\_\_\_ absent.  
A: \_\_\_\_\_ sick?  
B: No, \_\_\_\_\_, but his daughter \_\_\_\_\_.

4. A: Let's hurry! \_\_\_\_\_ really late.

B: \_\_\_\_\_ late. I think your watch  
\_\_\_\_\_ fast.

A: My watch \_\_\_\_\_ fast. Maybe your watch \_\_\_\_\_ slow!

B: Let's not argue. \_\_\_\_\_ there any sooner if we argue.

#### ☐ EXERCISE 37. Review.

*Directions:* Pretend you are going to start a self-improvement plan for this coming year. What are some things you are going to do/will do to improve yourself and your life this year? Make a list, then share some of your ideas with the class.

*Example:* I will stop smoking.  
I am going to get more exercise.  
Etc.

#### ☐ EXERCISE 38. Review: small groups.

*Directions:* Work in small groups. What is going to happen in the lives of your classmates in the next 50 years? Make predictions about your classmates' futures. Share some of your predictions with the class.

*Example:*  
SPEAKER A: Heidi is going to become a famous research scientist.  
SPEAKER B: Ali will have a happy marriage and lots of children.  
SPEAKER C: Carlos will live in a quiet place and write poetry.  
Etc.

#### ☐ EXERCISE 39. Review: small groups.

*Directions:* In the mail is a letter from your bank. In the envelope is a gift of a lot of money. (As a class, decide on the amount of money in the gift.) You can keep the money if you follow the directions in the letter. There are six different versions of the letter. Choose one (or more) of the letters and describe what you are going to do. Then break into small groups and share your answers.

LETTER #1: You have to spend the money on a wonderful vacation. What are you going to do?

LETTER #2: You have to spend the money to help other people. What are you going to do?

LETTER #3: You have to spend the money to improve your school or place of work. What are you going to do?

LETTER #4: You have to spend the money on your family. What are you going to do?

LETTER #5: You have to spend the money to make the world a better place. What are you going to do?

LETTER #6: You have to spend the money to improve your country. What are you going to do?

☐ **EXERCISE 40. Review: Chapters 8 → 10.**

*Directions:* Correct the errors.

1. Is Ivan will go to work tomorrow?
2. When you will call me?
3. Will Tom to meet us for dinner tomorrow?
4. We went to a movie yesterday night.
5. Did you found your keys?
6. What time you are going to come tomorrow?
7. My sister is going to meet me at the airport. My brother won't to be there.
8. Mr. Wong will sells his business and retires next year.
9. Do you will be in Venezuela next year?
10. I'm going to return home in a couple of month.
11. I saw Jim three day ago.
12. A thief stoled my bicycle.

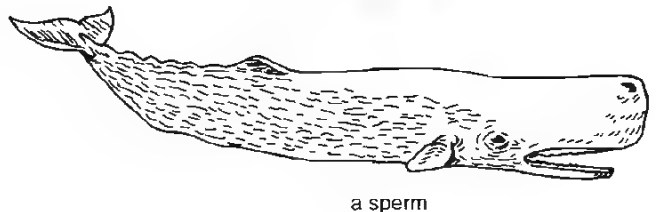
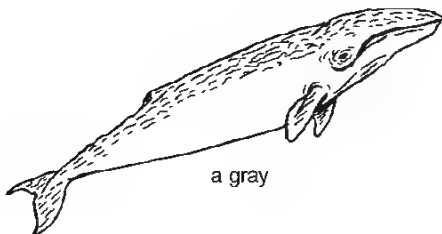
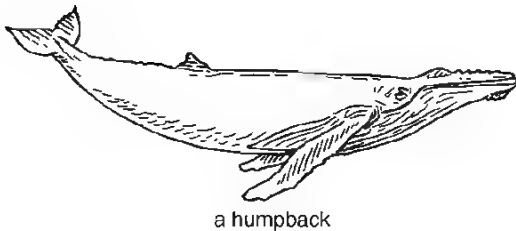
☐ **EXERCISE 41. Review: verb forms.**

*Directions:* Complete the sentences with the verbs in parentheses. Give short answers to questions where necessary.

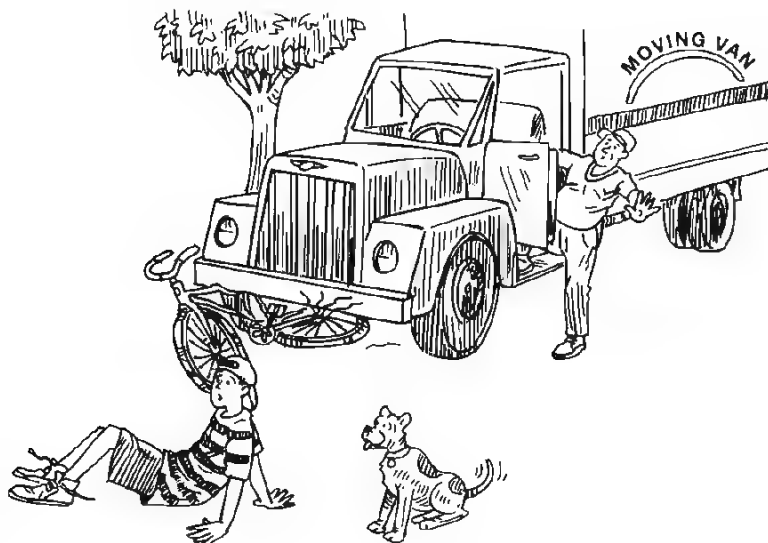
1. A: (*you, have*) \_\_\_\_\_ Do you have \_\_\_\_\_ a bicycle?

B: Yes, I do \_\_\_\_\_. I (*ride*) ride \_\_\_\_\_ it to work every day.

2. A: (*you, walk*) \_\_\_\_\_ to work yesterday?  
 B: No, I \_\_\_\_\_. I (*ride*) \_\_\_\_\_ my bicycle.
3. A: Where (*you, study, usually*) \_\_\_\_\_?  
 B: In my room.  
 A: (*you, go*) \_\_\_\_\_ to the library to study sometimes?  
 B: No. I (*like, not*) \_\_\_\_\_ to study at the library.
4. A: (*you, be*) \_\_\_\_\_ in class tomorrow?  
 B: Yes, I \_\_\_\_\_. But I (*be, not*) \_\_\_\_\_ in class the day after tomorrow.
5. A: (*whales, breathe*) \_\_\_\_\_ air?  
 B: Yes, they \_\_\_\_\_.  
 A: (*a whale, have*) \_\_\_\_\_ lungs?  
 B: Yes, it \_\_\_\_\_.  
 A: (*a whale, be*) \_\_\_\_\_ a fish?  
 B: No, it \_\_\_\_\_. It (*be*) \_\_\_\_\_ a mammal.



6. A: (*Yuko, call*) \_\_\_\_\_ you last night?
- B: Yes, she \_\_\_\_\_. We (*talk*) \_\_\_\_\_ for a few minutes.
- A: (*she, tell*) \_\_\_\_\_ you about her brother, Tom?
- B: No, she \_\_\_\_\_. She (*say, not*) \_\_\_\_\_ anything about him. Why?
- A: Tom (*be*) \_\_\_\_\_ in an accident.
- B: That's too bad. What happened?



- A: A dog (*run*) \_\_\_\_\_ in front of his bicycle. He (*want, not*) \_\_\_\_\_ to hit the dog. When he (*try*) \_\_\_\_\_ to avoid the dog, his bike (*run*) \_\_\_\_\_ into the path of a truck. The truck hit Tom. It was an unfortunate accident.
- B: (*he, be*) \_\_\_\_\_ in the hospital now?
- A: No, he \_\_\_\_\_. He (*be*) \_\_\_\_\_ at home.

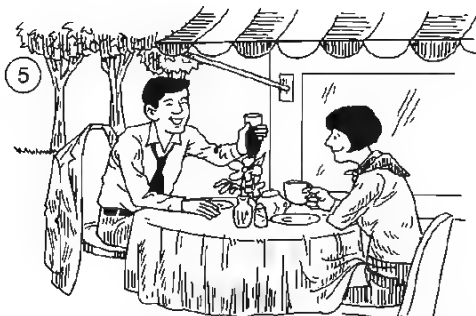
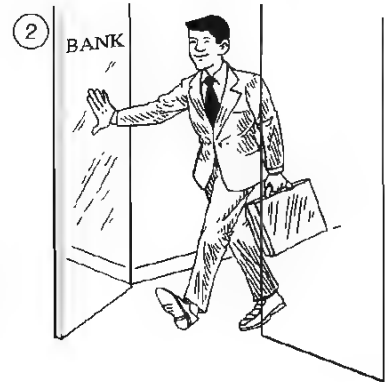
□ **EXERCISE 42. Let's talk: small groups.**

*Directions:* Work in groups of three. The name of the man in the pictures is Alex. What is he doing? Why? Make up probable reasons. Each student in your group will give a different description of Alex's activities. Follow the directions below. Later, share your group's ideas about Alex's activities with the rest of the class.

**SPEAKER A:** Assume each picture shows things that Alex is doing right now and/or does every day. Use the pictures to describe some of Alex's activities. Use present tenses.

**SPEAKER B:** Assume the pictures show things that Alex is going to do tomorrow. Describe these activities.

**SPEAKER C:** Assume the pictures show things that Alex did yesterday. Describe these activities.







# CHAPTER 11

## Expressing Future Time, Part 2

### 11-1 MAY/MIGHT vs. WILL

(a) It <b>may rain</b> tomorrow. (b) Anita <b>may be</b> at home now.	<b>May</b> + verb (simple form) expresses a possibility in the future, as in (a), or a present possibility, as in (b).
(c) It <b>might rain</b> tomorrow. (d) Anita <b>might be</b> at home now.	<b>Might</b> has the same meaning as <b>may</b> . (a) and (c) have the same meaning.
(e) Tom <b>will be</b> at the meeting tomorrow. (f) Ms. Lee <b>may/might be</b> at the meeting tomorrow.	In (e): The speaker uses <b>will</b> because he feels sure about Tom's presence at the meeting tomorrow. In (f): The speaker uses <b>may/might</b> to say, "I don't know if Ms. Lee will be at the meeting, but it is possible."
(g) Ms. Lee <b>may/might not be</b> at the meeting tomorrow.	Negative form: <b>may/might + not</b> NOTE: (f) and (g) have essentially the same meaning: Ms. Lee may or may not be at the meeting.
INCORRECT: Ms. Lee <b>may will be</b> at the meeting tomorrow. INCORRECT: Ms. Lee <b>might will be</b> at the meeting tomorrow.	<b>May</b> and <b>might</b> are not used with <b>will</b> .

#### □ EXERCISE 1. Sentence practice.

**Directions:** Complete the sentences. Use **will** or **won't** if you're sure. Use **may/might** if you're not sure.

1. I \_\_\_\_\_ be in class next Monday.

→ **I will be in class next Monday.** = You're sure.

→ **I will not (won't) be in class next Monday.** = You're sure.

→ **I may/might be in class next Monday.** OR

→ **I may/might not be in class next Monday.** = It's possible, but you're not sure.



2. I \_\_\_\_\_ eat breakfast tomorrow morning.
3. I \_\_\_\_\_ be in class tomorrow.
4. I \_\_\_\_\_ get an e-mail from a friend of mine tomorrow.
5. I \_\_\_\_\_ watch TV for a little while after dinner tonight.
6. We \_\_\_\_\_ have a grammar test in class tomorrow.
7. I \_\_\_\_\_ eat dinner at a restaurant tonight.
8. It \_\_\_\_\_ be cloudy tomorrow.
9. The sun \_\_\_\_\_ rise tomorrow morning.
10. I \_\_\_\_\_ choose a career in music after I finish school.
11. The population of the earth \_\_\_\_\_ continue to grow.
12. Cities \_\_\_\_\_ become more and more crowded.
13. Some people think we \_\_\_\_\_ communicate with beings from outer space soon.



## ☐ EXERCISE 2. Let's write and talk.

*Directions:* Write two paragraphs. Use the given words. Use your own paper.

Paragraph 1: Write about your activities *yesterday*.

Paragraph 2: Write about your activities *tomorrow*.

Then show your paragraphs to a partner. Your partner will share some of your activities with the class.

PARAGRAPH 1.

I got up at \_\_\_\_\_ yesterday morning. After that, \_\_\_\_\_. Around \_\_\_\_\_ o'clock, \_\_\_\_\_. Later \_\_\_\_\_. At \_\_\_\_\_ o'clock, \_\_\_\_\_. Then \_\_\_\_\_. \_\_\_\_\_ a little later. Then at \_\_\_\_\_ o'clock \_\_\_\_\_.

PARAGRAPH 2.

I'm going to get up at \_\_\_\_\_ tomorrow morning. Then \_\_\_\_\_. After that, \_\_\_\_\_. Around \_\_\_\_\_ o'clock, \_\_\_\_\_. Later \_\_\_\_\_. At \_\_\_\_\_ o'clock, \_\_\_\_\_. Next \_\_\_\_\_, \_\_\_\_\_ a little later. Then at \_\_\_\_\_ o'clock, \_\_\_\_\_.

□ EXERCISE 3. Let's talk: pairwork.

Directions: Work with a partner. Take turns completing the sentences about yourself and other people in the list.

- |                         |                            |
|-------------------------|----------------------------|
| yourself ("I")          | a friend                   |
| your partner ("you")    | the leader of your country |
| a classmate             | a world leader             |
| your teacher            | a movie star               |
| a member of your family | a famous athlete           |

Partner A	Partner B
1. In five years, _____ will _____.	1. _____ might not _____ tomorrow.
2. Next year, _____ may not _____.	2. Next year, _____ won't _____.
3. _____ might _____ tomorrow.	3. In 20 years, _____ may _____.
4. _____ might or might not _____ next week.	4. Next week, _____ may or may not _____.
5. _____ won't _____ in 2020.	5. _____ will _____ in a few years.

## 11-2 MAYBE (ONE WORD) vs. MAY BE (TWO WORDS)

- (a) "Will Abdullah be in class tomorrow?"  
"I don't know. **Maybe**. **Maybe Abdullah will be** in class tomorrow, and **maybe he won't**."

- (b) Maybe | Abdullah | will be here.  
adverb                      subject                      verb

The adverb **maybe** (one word) means "possibly."

**Maybe** comes in front of a subject and verb.

- (c) Abdullah | may be here tomorrow.  
subject                      verb

**May be** (two words) is used as the verb of a sentence.

#### □ EXERCISE 4. Sentence practice.

*Directions:* Find the sentences where **maybe** is used as an adverb and where **may** is used as part of the verb.

1. Maybe it will rain tomorrow. → **Maybe** = *an adverb*
2. It may rain tomorrow. → **may rain** = *a verb; may is part of the verb*
3. We may go to the art museum tomorrow.
4. Maybe Ann would like to go to the museum with us.
5. She may like to go to art museums.
6. It's cold and cloudy today. It may be cold and cloudy tomorrow. Maybe the weather will be warm and sunny this weekend.

#### □ EXERCISE 5. Sentence practice.

*Directions:* Complete the sentences with **maybe** or **may be**.

1. A: I may be a little late tonight.  
B: That's okay. I won't worry about you.
2. A: Will you be here by seven o'clock?  
B: It's hard to say. Maybe I'll be a little late.
3. A: It \_\_\_\_\_ cold tomorrow.  
B: That's okay. Let's go to the beach anyway.
4. A: Will the plane be on time?  
B: I think so, but it \_\_\_\_\_ a few minutes late.
5. A: Do you want to go to the park tomorrow?  
B: Sure. That sounds like fun.  
A: Let's talk to Carlos too. \_\_\_\_\_ he would like to go with us.
6. A: Where's Mr. Chu?  
B: Look in Room 506 down the hall. I think he \_\_\_\_\_ there.  
A: No, he's not there. I just looked in Room 506.  
B: \_\_\_\_\_ he's in Room 508.

## □ EXERCISE 6. Listening.



Directions: Listen to the sentences. Circle the use of **may** that you hear.

Examples: \_\_\_\_\_ I'll see you tomorrow.

Maybe May + verb

I \_\_\_\_\_ you later today.

maybe may + verb

1. *maybe* may + verb

5. *Maybe* May + verb

2. *maybe* may + verb

6. *Maybe* May + verb

3. *maybe* may + verb

7. *maybe* may + verb

4. *maybe* may + verb

8. *Maybe* May + verb

## □ EXERCISE 7. Sentence practice.

Directions: Rewrite the sentences. Use the words in parentheses.

1. Maybe I will study.

a. (*might*) I might study.

b. (*may*) I may study.

2. The teacher might give a test.

a. (*maybe*) \_\_\_\_\_

b. (*may*) \_\_\_\_\_

3. Maybe Janet will be home early.

a. (*may*) \_\_\_\_\_

b. (*might*) \_\_\_\_\_

4. She might be late.

a. (*may*) \_\_\_\_\_

b. (*maybe*) \_\_\_\_\_

5. It may rain tomorrow.

a. (*maybe*) \_\_\_\_\_

b. (*might*) \_\_\_\_\_

□ **EXERCISE 8. Sentence practice.**

*Directions:* Answer the questions. Use **maybe** or **may/might**.

1. A: Is David going to come to the party?

B: I don't know. Maybe.

2. A: What are you going to do tomorrow?

B: I don't know. I may/might go swimming.

3. A: What are you going to do tomorrow?

B: I don't have any plans. \_\_\_\_\_ I'll go swimming.

4. A: Where is Robert?

B: I don't know. He \_\_\_\_\_ be at his office.

5. A: Where is Robert?

B: I don't know. \_\_\_\_\_ he's at his office.

6. A: Are Kate and Steve going to get married?

B: \_\_\_\_\_. Who knows?

7. A: Are you going to move to Portland or to Seattle?

B: I don't know. I \_\_\_\_\_ move to San Francisco.

8. A: Where are you planning to go on your vacation?

B: \_\_\_\_\_ we'll go to Mexico. We haven't decided yet.

We \_\_\_\_\_ go to Florida.

9. A: I'd like to have a pet.

B: Oh? What kind of pet would you like to get?

A: Oh, I don't know. I haven't decided yet. \_\_\_\_\_ I'll get a

canary. Or \_\_\_\_\_ I'll get a snake. I'm not sure. I

\_\_\_\_\_ get a frog. Or I \_\_\_\_\_ get a turtle.

B: What's wrong with a cat or dog?

## □ EXERCISE 9. Let's talk.

*Directions:* Work in groups or as a class. The group leader or your teacher will ask you questions. Answer them by using ***I don't know*** + ***maybe*** or ***may/might***. If you work in groups, choose a new leader where indicated.

*Example:*

TEACHER/LEADER: What are you going to do tonight?

STUDENT: I don't know. Maybe I'll watch TV. / I may watch TV. / I might watch TV.

1. What are you going to do tonight?
2. What are you going to do tomorrow?
3. What are you going to do after class today?
4. What are you going to do this weekend?
5. What are you going to do this evening?

*Choose a new leader.*

6. Who is going to go shopping tomorrow? What are you going to buy?
7. Who is going to go out to eat tonight? Where are you going to go?
8. Who is going to get married? When?
9. Who is going to watch TV tonight? What are you going to watch?

*Choose a new leader.*

10. Who is absent today? Where is he/she?
11. Is it going to rain tomorrow? What is the weather going to be like tomorrow?
12. Who is planning to go on a vacation? Where are you going to go?
13. Who wants to have a pet? What kind of pet are you going to get?

## □ EXERCISE 10. Let's talk: pairwork.

*Directions:* Work with a partner. Use the phrases below to tell your partner about your activities tomorrow. Use ***will/won't***, ***going to/not going to***, ***maybe***, ***may***, and ***might***.

*Example:* go to a movie \ go shopping

PARTNER A: I'm not going to go to a movie tomorrow. I might go shopping.

PARTNER B: I might go to a movie. Maybe I'll go shopping.

1. wake up early \ sleep in
2. eat a big breakfast \ eat a small breakfast
3. stay home \ go to school
4. get some exercise in the afternoon \ take a nap in the afternoon
5. do my homework in the evening \ watch TV in the evening
6. eat ice cream \ eat vegetables

7. cook dinner \ eat out
8. clean my house (apartment, bedroom, car, kitchen) \ read a book
9. shop on the Internet \ shop at a store
10. visit a friend \ visit a chat room on the Internet

### □ EXERCISE 11. Listening.



*Directions:* Listen to each sentence. Circle the letter of the sentence that has the same meaning as the sentence you hear.

1. (a.) Maybe I will be absent.  
b. I'm going to be absent.
2. a. Our plans will change.  
b. Our plans might change.
3. a. It is going to rain.  
b. Maybe it will rain.
4. a. We may finish this grammar book soon.  
b. We will finish this grammar book soon.
5. a. Maybe John will get good news tomorrow.  
b. John is going to get good news tomorrow.
6. a. The class may start on time.  
b. The class is going to start on time.

### □ EXERCISE 12. Let's talk: class activity.

*Directions:* Your teacher will ask you questions. Use the given information to make guesses. Include **may/might** and **maybe** in some of your guesses. Close your book for this activity.

*Example:*

TEACHER: ( . . . ) is absent today. Why? Do you have any possible explanations?

STUDENT A: He/She **may be** sick.

STUDENT B: He/She **might be** out of town today.

STUDENT C: **Maybe** he/she is late today and will come soon.

1. What is ( . . . ) going to do after class today?
2. ( . . . ) said, "I have very exciting plans for this weekend." What is he/she going to do this weekend?

3. ( . . . ) has an airplane ticket in his pocket. I saw it. Do you know where he/she is going to go?
4. ( . . . ) said, "I don't like it here in this city." Why doesn't ( . . . ) like it here? Do you have any idea?
5. ( . . . ) doesn't like it here. What is he/she going to do?
6. ( . . . ) has something very special in his/her pocket, but he/she won't show anyone what it is. What do you suppose is in his/her pocket?
7. Can you think of some good things that may happen to you this year?
8. What are some good things that might happen to ( . . . ) this year or next year?
9. Can you think of some bad things that might happen in the world this year or next?
10. What are some good things that may happen in the world this year?
11. What new inventions do you think we may have in the future to make our lives easier?

☐ **EXERCISE 13. Let's talk: pairwork.**

*Directions:* Work with a partner. Check the boxes that describe your activities tomorrow. Show your answers to your partner. She/He will make sentences about you and share some of them with the class.

*Example:* You may/might get up at 7:00. OR Maybe you'll get up at 7:00. You'll come to class. OR You're going to come to class. You won't sing in the shower. OR You're not going to sing in the shower.

Activity	Yes	No	Maybe
1. eat lunch			
2. go shopping			
3. send some e-mails			
4. watch TV			
5. talk on the phone			
6. play soccer			
7. read an English language newspaper			
8. look up information on the Internet			
9. have dinner with friends			
10. listen to the radio			



## 11-3 FUTURE TIME CLAUSES WITH BEFORE, AFTER, AND WHEN

<p>(a) Before Ann <b>goes</b> to work tomorrow, she will eat breakfast.</p> <p>INCORRECT: Before Ann <i>will go</i> to work tomorrow, she <i>will eat</i> breakfast.</p> <p>INCORRECT: Before Ann <i>is going to go</i> to work tomorrow, she <i>will eat</i> breakfast.</p>	<p>In (a): <i>Before Ann goes to work tomorrow</i> is a future time clause.*</p> <p>A future time clause uses the SIMPLE PRESENT TENSE, not <i>will</i> or <i>be going to</i>.</p>
<p>(b) I'm going to finish my homework <i>after I eat dinner tonight</i>.</p> <p>(c) <i>When I go</i> to New York next week, I'm going to stay at the Hilton Hotel.</p>	<p>In (b): <i>after I eat dinner tonight</i> = a future time clause.</p> <p>In (c): <i>When I go to New York next week</i> – a future time clause.</p> <p>Notice: A comma follows an adverb clause when it comes at the beginning of a sentence.</p>

\*See Chart 9-7, p. 273, for more information about time clauses.

### □ EXERCISE 14. Sentence practice.

Directions: Underline the time clauses.

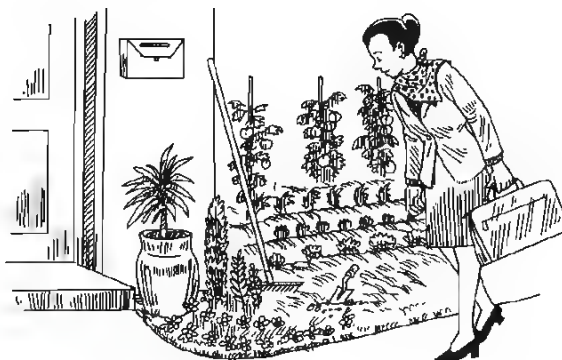
1. When we go to the park tomorrow, we're going to go to the zoo.
2. After I get home tonight, I'm going to make an overseas call to my parents.
3. Mr. Kim will finish his report before he leaves the office today.
4. I'll get some fresh fruit when I go to the grocery store tomorrow.
5. Before I go to bed tonight, I'm going to write a letter to my brother.
6. I'm going to look for a job at a computer company after I graduate next year.

### □ EXERCISE 15. Sentence practice.

Directions: Complete the sentences with the words in parentheses.

1. Before I (go) go to bed tonight, I (watch) am going to watch/will watch my favorite show on TV.
2. I (buy) \_\_\_\_\_ a new coat when I (go) \_\_\_\_\_ shopping tomorrow.
3. After I (finish) \_\_\_\_\_ my homework this evening, I (take) \_\_\_\_\_ a walk.

4. When I (*see*) \_\_\_\_\_ Eduardo tomorrow, I (*ask*)  
\_\_\_\_\_ him to join us for dinner this weekend.
5. When I (*go*) \_\_\_\_\_ to Australia next month, I (*meet*)  
\_\_\_\_\_ my Aunt Emily for the first time.
6. Mrs. Polanski (*change*) \_\_\_\_\_ her clothes before she (*work*)  
\_\_\_\_\_ in her garden this afternoon.



#### □ EXERCISE 16. Let's talk: class activity.

*Directions:* Your teacher will ask you questions. Give complete answers using time clauses. Close your book for this activity.

*Example:* Who's going to go shopping later today? What are you going to do after you go shopping?

TEACHER: Who's going to go shopping later today?

SPEAKER A: (*raises his/her hand*)

TEACHER: What are you going to do after you go shopping?

SPEAKER A: After I go shopping, I'm going to go home. OR I'm going to go home after I go shopping.

TEACHER: (*to Speaker B*) What is (*Speaker A*) going to do after he/she goes shopping?

SPEAKER B: After (*Speaker A*) goes shopping, he/she is going to go home. OR (*Speaker A*) is going to go home after he/she goes shopping.

1. Who's going to study tonight? What are you going to do after you study tonight?
2. Who else is going to study tonight? What are you going to do before you study tonight?
3. Who's going to watch TV tonight? What are you going to do before you watch TV?
4. Who's going to watch TV tonight? What are you going to do after you watch TV?
5. Who's going to go shopping tomorrow? What are you going to buy when you go shopping tomorrow?

6. ( . . . ), what are you going to do tonight? What are you going to do before you . . . ? What are you going to do after you . . . tonight?
7. ( . . . ), what are you going to do tomorrow? What are you going to do before you . . . tomorrow? What are you going to do after you . . . tomorrow?
8. Who's going out of town soon? Where are you going? What are you going to do when you go to (*name of place*)?
9. Who's going to eat dinner tonight? What are you going to do before you eat dinner? What are you going to do after you eat dinner? What are you going to have when you eat dinner?
10. ( . . . ), what time are you going to get home today? What are you going to do before you get home? What are you going to do when you get home? What are you going to do after you get home?

## 11-1 CLAUSES WITH IF

(a) If it rains tomorrow, we will stay home.  
if-clause                      main clause

(b) We will stay home if it rains tomorrow.  
main clause                      if clause

An *if*-clause begins with **if** and has a subject and a verb. An *if* clause can come before or after a main clause. Notice: A comma follows an *if*-clause when it comes at the beginning of a sentence.

(c) **If it rains tomorrow**, we won't go on a picnic.  
(d) I'm going to buy a new car next year **if I have enough money**. **If I don't have enough money next year for a new car**, I'm going to buy a used car.

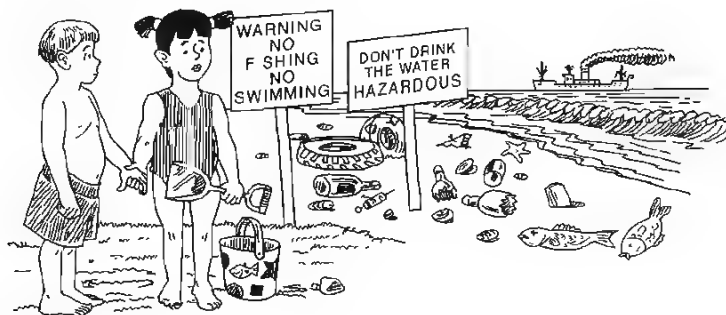
The SIMPLE PRESENT (not **will** or **be going to**) is used in an *if*-clause to express future time.

### □ EXERCISE 17. Sentence practice.

Directions: Complete the sentences with the words in parentheses.

1. If Ali (*be*) is in class tomorrow, I (*ask*) am going to/will ask him to join us for coffee after class.
2. If the weather (*be*) \_\_\_\_\_ nice tomorrow, I (*go*) \_\_\_\_\_ to Central Park with my friends.
3. I (*stay, not*) \_\_\_\_\_ home tomorrow if the weather (*be*) \_\_\_\_\_ nice.
4. If I (*feel, not*) \_\_\_\_\_ well tomorrow, I (*go, not*) \_\_\_\_\_ to work.

5. Masako (*stay*) \_\_\_\_\_ in bed tomorrow if she  
(*feel, not*) \_\_\_\_\_ well.
6. I (*stay*) \_\_\_\_\_ with my aunt and uncle if I (*go*) \_\_\_\_\_  
to Miami next week.
7. If my friends (*be*) \_\_\_\_\_ busy tomorrow, I (*go*) \_\_\_\_\_  
to a movie by myself.
8. If we (*continue*) \_\_\_\_\_ to pollute the land and oceans with  
poisons and waste, future generations (*suffer*) \_\_\_\_\_.



### □ EXERCISE 18. Let's talk: pairwork.

*Directions:* Work with a partner. Ask and answer questions.

Partner A: Ask a question that begins with **What are you going to do . . . ?** Your book is open.

Partner B: Answer the question. Include the *if*-clause in your answer. Your book is closed.

*Example:* . . . if the weather is nice tomorrow?

PARTNER A (*book open*): What are you going to do if the weather is nice tomorrow?

PARTNER B (*book closed*): If the weather is nice tomorrow, I'm going to sit outside in the sun. OR I'm going to sit outside in the sun if the weather is nice tomorrow.

1. . . . if the weather is cold tomorrow?
2. . . . if the weather is hot tomorrow?
3. . . . if you don't understand a question that I ask you?
4. . . . if class is canceled tomorrow?
5. . . . if you don't feel well tomorrow?
6. . . . if you go to (*name of a place in this city*) tomorrow?

Switch roles.

Partner A: Close your book.

Partner B: Open your book. Your turn now.

7. . . . if it rains tonight?
8. . . . if you're hungry after class today?
9. . . . if you go to (*name of a place in this city*) tomorrow?
10. . . . if you don't study tonight?
11. . . . if you lose your grammar book?
12. . . . if someone steals your (*name of a thing: bicycle, wallet, etc.*)?

### □ EXERCISE 19. Listening.



Directions: Listen to the questions. Write your answers in complete sentences.

1. \_\_\_\_\_ .
2. \_\_\_\_\_ .
3. \_\_\_\_\_ .
4. \_\_\_\_\_ .

### □ EXERCISE 20. Let's talk: pairwork.

Directions: Work with a partner.

Step 1: Write your activities for next week in the blank datebook on the next page. If you don't have many planned activities, make up some interesting ones. Then, give your datebook to your partner.

Step 2: In writing, describe your partner's activities next week. Try to include some time clauses beginning with **when**, **after**, and **before**. Ask your partner questions about the activities on his/her datebook to get more information.

Example:

STEP 1: (Ali)

Sunday	
7:00	Tennis with Talal
9:00	breakfast
1:00	lunch with Ivan
2:00	soccer game
6:00	study

STEP 2: One partner interviews the other (Ali) about his calendar and then writes:

*On Sunday, Ali is going to play tennis with Talal early in the morning. They're going to play on the tennis courts here at school. After they play tennis, they're going to have breakfast.*

*In the afternoon, Ali is going to meet Ivan for lunch at Cozy's Café. They're going to have a sandwich before they go to the soccer game at Memorial Stadium.*

*When Ali gets home in the evening, he will study before he watches TV and goes to bed.*

PARTNER A'S DATEBOOK: Fill in the calendar with your activities for next week.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

## 11-5 EXPRESSING HABITUAL PRESENT WITH TIME CLAUSES AND IF-CLAUSES

(a) FUTURE	After Ann <b>gets</b> to work today, she <b>is going to have/will have</b> a cup of coffee.	(a) expresses a specific activity in the future. The SIMPLE PRESENT is used in the time clause. <i>Be going to</i> or <i>will</i> is used in the main clause.
(b) HABITUAL PRESENT	After Ann <b>gets</b> to work (every day), she always <b>has</b> a cup of coffee.	(b) expresses habitual activities, so the SIMPLE PRESENT is used in both the time clause and the main clause.
(c) FUTURE	If it <b>rains</b> tomorrow, I <b>am going to/will</b> wear my raincoat to school.	(c) expresses a specific activity in the future. The SIMPLE PRESENT is used in the <i>if</i> clause. <i>Be going to</i> or <i>will</i> is used in the main clause.
(d) HABITUAL PRESENT	If it <b>rains</b> , I <b>wear</b> my raincoat.	(d) expresses habitual activities, so the SIMPLE PRESENT is used in both the <i>if</i> -clause and the main clause.

□ **EXERCISE 21. Sentence practice.**

*Directions:* Complete the sentences with the words in parentheses.

1. When I (*go*) \_\_\_\_\_ to Miami, I (*stay, usually*) \_\_\_\_\_  
\_\_\_\_\_ with my aunt and uncle.
2. When I (*go*) \_\_\_\_\_ to Miami next week, I (*stay*) \_\_\_\_\_  
\_\_\_\_\_ with my aunt and uncle.
3. Before I (*go*) \_\_\_\_\_ to class today, I (*have*) \_\_\_\_\_  
a cup of tea.
4. Before I (*go*) \_\_\_\_\_ to class, I (*have, usually*) \_\_\_\_\_  
\_\_\_\_\_ a cup of tea.
5. I'm often tired in the evening after a long day at work. If I (*be*) \_\_\_\_\_  
tired in the evening, I (*stay, usually*) \_\_\_\_\_ home and  
(*go*) \_\_\_\_\_ to bed early.
6. If I (*be*) \_\_\_\_\_ tired this evening, I (*stay*) \_\_\_\_\_  
home and (*go*) \_\_\_\_\_ to bed early.
7. After I (*get*) \_\_\_\_\_ home in the evening, I (*sit, usually*) \_\_\_\_\_  
\_\_\_\_\_ in my favorite chair and (*read*) \_\_\_\_\_ the  
newspaper.
8. After I (*get*) \_\_\_\_\_ home tonight, I (*sit*) \_\_\_\_\_ in  
my favorite chair and (*read*) \_\_\_\_\_ the newspaper.
9. People (*yawn, often*) \_\_\_\_\_ and (*stretch*) \_\_\_\_\_  
when they (*wake*) \_\_\_\_\_ up.
10. Before the teacher (*walk*) \_\_\_\_\_ into the room every day, there (*be*)  
\_\_\_\_\_ a lot of noise in the classroom.



11. When I (*go*) \_\_\_\_\_ to Taiwan next month, I (*stay*) \_\_\_\_\_  
 \_\_\_\_\_ with my friend Mr. Chu. After I (*leave*) \_\_\_\_\_  
 Taiwan, I (*go*) \_\_\_\_\_ to Hong Kong.
12. Ms. Wah (*go*) \_\_\_\_\_ to Hong Kong often. When she (*be*) \_\_\_\_\_  
 there, she (*like*) \_\_\_\_\_ to take the ferry across the bay, but she (*take*)  
 \_\_\_\_\_ the subway under the bay if she (*be*) \_\_\_\_\_ in a hurry.

□ **EXERCISE 22. Let's talk: class activity.**

*Directions:* Your teacher will ask you questions. Answer them in complete sentences. Close your book for this activity.

*Example:*

TEACHER: What do you do when you get up in the morning?

SPEAKER A: When I get up in the morning, I eat breakfast.

SPEAKER B: I listen to music when I get up in the morning.

1. What do you do when you get up in the morning?
2. What are you going to do when you get up tomorrow morning?
3. What do you usually do before you eat breakfast?
4. What are you going to do after class today?
5. What are you going to do when you get home?
6. What do you usually do after you get home?
7. What do you like to do if the weather is nice?
8. What are you going to do if the weather is nice tomorrow?

□ **EXERCISE 23. Sentence practice.**

*Directions:* Complete the sentences with your own words.

1. Before I go to bed tonight, \_\_\_\_\_.
2. Before I go to bed, I usually \_\_\_\_\_.
3. I'm going to \_\_\_\_\_ tomorrow after I \_\_\_\_\_.
4. When I go to \_\_\_\_\_, I'm going to \_\_\_\_\_.
5. When I go to \_\_\_\_\_, I always \_\_\_\_\_.
6. If the weather \_\_\_\_\_ tomorrow, I \_\_\_\_\_.
7. I will visit \_\_\_\_\_ when I \_\_\_\_\_.



8. I'll \_\_\_\_\_ if I \_\_\_\_\_.
9. If the weather \_\_\_\_\_ tomorrow, \_\_\_\_\_ you  
going to \_\_\_\_\_?
10. Are you going to \_\_\_\_\_ before you \_\_\_\_\_?
11. Do you \_\_\_\_\_ before you \_\_\_\_\_?
12. After I \_\_\_\_\_ tonight, I \_\_\_\_\_.

### □ EXERCISE 24. Listening.



**Directions:** Listen to each sentence and circle the correct completion.

- |                                |                                |
|--------------------------------|--------------------------------|
| 1. <u>I watch TV.</u>          | I'm going to watch TV.         |
| 2. I get a good night's sleep. | I'll get a good night's sleep. |
| 3. I do my homework.           | I'll do my homework.           |
| 4. I go shopping.              | I'll go shopping.              |
| 5. I exercise.                 | I'll exercise.                 |
| 6. I call my parents.          | I'll call my parents.          |
| 7. I'm happy.                  | I'll be happy.                 |
| 8. I know a lot of grammar.    | I'll know a lot of grammar.    |

## 11-6 USING *WHAT* + A FORM OF *DO*

### PRESENT

- |   |                                 |
|---|---------------------------------|
| (a) <i>What do</i> you <b>do</b> every day?     | → I <i>work</i> every day.      |
| (b) <i>What are</i> you <b>doing</b> right now? | → I'm <i>studying English</i> . |
| (c) <i>What do</i> you <b>do</b> ?              | → I'm <i>a teacher</i> .        |

### PAST

- |  |                                      |
|--|--------------------------------------|
| (d) <i>What did</i> you <b>do</b> yesterday? | → I <i>went to school</i> yesterday. |
|--|--------------------------------------|

### FUTURE

- |   |  |
|---|--|
| (e) <i>What are</i> you <b>going to do</b> tomorrow?    | → I'm <i>going to go downtown</i> tomorrow.    |
| (f) <i>What will</i> we <b>do</b> if it rains tomorrow? | → We'll <i>stay home</i> if it rains tomorrow. |

In (a) and (b), **What** + a form of **do** is used to ask about activities.

In (c): *What do you do?* means *What kind of work do you do?* OR *What is your job?*

**□ EXERCISE 25. Question practice.**

*Directions:* Complete the sentences with the words in parentheses.

1. A: What (*you, do*) do you do every Friday?  
B: I (*come*) come to class.
2. A: What (*you, do*) \_\_\_\_\_ last Friday?  
B: I (*come*) \_\_\_\_\_ to class.
3. A: What (*you, do*) \_\_\_\_\_ next Friday?  
B: I (*come*) \_\_\_\_\_ to class.
4. A: What (*you, do*) \_\_\_\_\_ yesterday evening?  
B: I (*watch*) \_\_\_\_\_ TV.
5. A: What (*you, do*) \_\_\_\_\_ every evening?  
B: I (*watch*) \_\_\_\_\_ TV.
6. A: What (*you, do*) \_\_\_\_\_ tomorrow evening?  
B: I (*watch*) \_\_\_\_\_ TV.
7. A: What (*you, do*) \_\_\_\_\_ right now?  
B: I (*do*) \_\_\_\_\_ a grammar exercise.
8. A: What (*Maria, do*) \_\_\_\_\_ every morning?  
B: She (*go*) \_\_\_\_\_ to work.
9. A: What (*the students*) \_\_\_\_\_ right now?  
B: They (*work*) \_\_\_\_\_ on this exercise.
10. A: What (*they, do*) \_\_\_\_\_ in class tomorrow?  
B: They (*take*) \_\_\_\_\_ a test.
11. A: What (*Boris, do*) \_\_\_\_\_ last night?  
B: He (*go*) \_\_\_\_\_ to a movie.

12. A: What (*the teacher, do*) \_\_\_\_\_ every day at the beginning of class?

B: She (*put*) \_\_\_\_\_ her books on her desk, (*look*) \_\_\_\_\_ at the class, and (*say*) \_\_\_\_\_ “Good morning.”

#### □ EXERCISE 26. Let's talk: pairwork.

*Directions:* Work with a partner. Ask your partner questions. Use **What** + a form of **do** with the given time expression.

*Example:* yesterday

PARTNER A (*book open*): What did you do yesterday?

PARTNER B (*book closed*): I read a newspaper yesterday.

- |               |                        |
|---------------|------------------------|
| 1. last night | 5. yesterday afternoon |
| 2. every day  | 6. tomorrow morning    |
| 3. right now  | 7. every morning       |
| 4. tomorrow   |                        |

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn to ask questions.

- |                   |                    |
|-------------------|--------------------|
| 8. right now      | 12. this afternoon |
| 9. last Saturday  | 13. tonight        |
| 10. next Saturday | 14. next week      |
| 11. this morning  |                    |

#### □ EXERCISE 27. Review: verb forms.

*Directions:* Complete the sentences with the words in parentheses. Use any appropriate verb form.

1. A: I (*skip*) \_\_\_\_\_ class tomorrow.

B: Why?

A: Why not?

B: That's not a very good reason.

2. A: How did you get here?

B: I (*take*) \_\_\_\_\_ a plane. I (*fly*) \_\_\_\_\_ here from Bangkok.

3. A: How do you usually get to class?

B: I (*walk, usually*) \_\_\_\_\_, but sometimes I (*take*)  
\_\_\_\_\_ the bus.

4. A: Where's my book! Someone (*steal*) \_\_\_\_\_ it!

B: Take it easy. Your book (*be*) \_\_\_\_\_ right here.

A: Oh.

5. A: Where (*you, meet*) \_\_\_\_\_ your wife?

B: I (*meet*) \_\_\_\_\_ her at a party ten years ago.

6. A: What time (*the movie, begin*) \_\_\_\_\_ last night?

B: 7:30.

A: (*you, be*) \_\_\_\_\_ late?

B: No. We (*make*) \_\_\_\_\_ it in time.

7. A: Where's your homework?

B: I (*lose*) \_\_\_\_\_ it.

A: Oh?

B: I (*forget*) \_\_\_\_\_ it.

A: Oh?

B: I (*give*) \_\_\_\_\_ it to Roberto to give to you, but he (*lose*)  
\_\_\_\_\_ it.

A: Oh?

B: Someone (*steal*) \_\_\_\_\_ it.

A: Oh?

B: Well, actually I (*have, not*) \_\_\_\_\_ enough time to finish it  
last night.

A: I see.

8. A: (*you, stay*) \_\_\_\_\_

here during vacation next week?

B: No. I (*take*) \_\_\_\_\_ a trip to

Miami. I (*visit*) \_\_\_\_\_

my aunt and uncle.

A: How long (*you, be*) \_\_\_\_\_ away?

B: About five days.

9. A: Why (*you, wear*) \_\_\_\_\_ a cast on your foot?

B: I (*break*) \_\_\_\_\_ my ankle.

A: How?

B: I (*step*) \_\_\_\_\_ in a hole while I was running in the park.

10. A: (*you, see*) \_\_\_\_\_ Randy yesterday?

B: No, but I (*speak*) \_\_\_\_\_ to him on the phone. He (*call*)

\_\_\_\_\_ me yesterday evening.

A: Is he okay?

B: Yes. He still has a cold, but he's feeling much better.

A: That's good.

11. A: Is Carol here?

B: No, she (*be, not*) \_\_\_\_\_. She (*leave*) \_\_\_\_\_ a few minutes ago.

A: (*she, be*) \_\_\_\_\_ back soon?

B: I think so.

A: Where (*she, go*) \_\_\_\_\_?

B: She (*go*) \_\_\_\_\_ to the drugstore.



## □ EXERCISE 28. Listening.



*Directions:* Complete the conversations with the words you hear.

1. A: \_\_\_\_\_ that?

B: What?

A: The man in the red shirt \_\_\_\_\_ the man in the blue shirt.

B: \_\_\_\_\_ sure?

A: Yes, \_\_\_\_\_ the whole thing.

2. A: \_\_\_\_\_ late for the movie?

B: No. The movie \_\_\_\_\_ at 7:30, and \_\_\_\_\_ to the theater at 7:26.

3. A: \_\_\_\_\_ that noise?

B: What noise?

A: Listen again.

B: Now \_\_\_\_\_ it. \_\_\_\_\_ someone \_\_\_\_\_?

4. A: \_\_\_\_\_ to the zoo this afternoon?

B: \_\_\_\_\_ to go, but I can't because \_\_\_\_\_ study.

A: That's too bad.

B: \_\_\_\_\_ to the zoo?

A: Yes. The weather \_\_\_\_\_ perfect, and \_\_\_\_\_ outside and \_\_\_\_\_.

## □ EXERCISE 29. Review.

*Directions:* Circle the correct completions.

1. "Are you going to go to the baseball game tomorrow afternoon?"

"I don't know. I \_\_\_\_\_."

A. will

B. am going to

C. maybe

**(D) might**

2. "Are Jane and Eric going to be at the meeting?"

"No, they're too busy. They \_\_\_\_\_ be there."

A. don't

B. won't

C. will

D. may

3. "Are you going to go to the market today?"  
 "No. I went there \_\_\_\_\_ Friday."  
 A. yesterday      B. next      C. last      D. ago
4. "When are you going to go to the bank?"  
 "I'll go there before I \_\_\_\_\_ to the post office tomorrow morning."  
 A. will go      B. go      C. went      D. am going
5. "Why is the teacher late today?"  
 "I don't know. \_\_\_\_\_ he slept late."  
 A. Maybe      B. Did      C. May      D. Was
6. "Do you like to go to New York City?"  
 "Yes. When I'm in New York, I always \_\_\_\_\_ new things to do and places to go."  
 A. found      B. find      C. will find      D. finds
7. "Is Ken going to talk to us this afternoon about our plans for tomorrow?"  
 "No. He'll \_\_\_\_\_ us this evening."  
 A. calls      B. calling      C. call      D. called
8. "\_\_\_\_\_ are you going to do after class today?"  
 "I'm going to go home."  
 A. When      B. Where      C. What      D. What time
9. "Where \_\_\_\_\_ Ivonne live before she moved into her new apartment?"  
 "She lived in a dormitory at the university."  
 A. did      B. does      C. is      D. was
10. "What time \_\_\_\_\_ Olga and Boris going to arrive?"  
 "Six."  
 A. is      B. do      C. will      D. are

☐ **EXERCISE 30. Chapter review: error analysis.**

*Directions:* Correct the errors.

1. If it will be cold tomorrow morning, my car won't start.
2. We maybe late for the concert tonight.
3. What time you are going to come tomorrow?
4. Fatima will call us tonight when she will arrive home safely.
5. Emily may will be at the party.

6. When I'll see you tomorrow, I'll return your book to you.
7. I may to don't be in class tomorrow.
8. Ahmed puts his books on his desk when he walked into his apartment.
9. I'll see my parents when I will return home for a visit next July.
10. What do you doing all day at work?

### □ EXERCISE 31. Review.

**Directions:** Complete the sentences. Use the words in parentheses. Use any appropriate verb form.

#### **PART I.**

*Peter and Rachel are brother and sister. Right now their parents (be) \_\_\_\_\_  
1  
abroad on a trip, so they (stay) \_\_\_\_\_  
2  
with their grandmother. They  
(like) \_\_\_\_\_  
3  
to stay with her. She (make, always) \_\_\_\_\_  
4  
wonderful food for them. And she (tell) \_\_\_\_\_  
5  
them stories every night before they  
(go) \_\_\_\_\_  
6  
to bed.*

*Before Peter and Rachel (go) \_\_\_\_\_  
7  
to bed last night, they (ask)  
\_\_\_\_\_  
8  
Grandma to tell them a story. She (agree) \_\_\_\_\_.  
9  
The  
children (put) \_\_\_\_\_  
10  
on their pajamas, (brush) \_\_\_\_\_  
11  
their teeth,  
and (sit) \_\_\_\_\_  
12  
with their grandmother in her big chair to listen to a story.*





**PART II.**

GRANDMA: That's good. Sit here beside me and get comfortable.

CHILDREN: What (*you, tell*) \_\_\_\_\_ us about tonight,  
Grandma?

GRANDMA: Before I (*begin*) \_\_\_\_\_ the story, I (*give*) \_\_\_\_\_  
each of you a kiss on the forehead because I love you very much.

CHILDREN: We (*love*) \_\_\_\_\_ you too, Grandma.

GRANDMA: Tonight I (*tell*) \_\_\_\_\_ you a story about Rabbit and  
Eagle. Ready?

CHILDREN: Yes!

GRANDMA: Rabbit had light gray fur and a white tail. He lived with his family in a  
hole in a big, grassy field. Rabbit (*be*) \_\_\_\_\_ afraid of many things, but  
he (*be*) \_\_\_\_\_ especially afraid of Eagle. Eagle liked to eat rabbits for  
dinner. One day while Rabbit was eating grass in the field, he (*see*)  
\_\_\_\_\_ Eagle in the sky above him. Rabbit (*be*) \_\_\_\_\_ very  
afraid and (*run*) \_\_\_\_\_ home to his hole as fast as he could.

Rabbit (*stay*) \_\_\_\_\_ in his hole day after day because he (*be*)  
\_\_\_\_\_ afraid to go outside. He (*get*) \_\_\_\_\_ very hungry, but  
still he (*stay*) \_\_\_\_\_ in his hole. Finally, he (*find*) \_\_\_\_\_  
the courage to go outside because he (*need*) \_\_\_\_\_ (*eat*)  
\_\_\_\_\_.

Carefully and slowly, he (*put*) \_\_\_\_\_ his little pink nose outside  
the hole. He (*smell, not*) \_\_\_\_\_ any dangerous animals.  
And he (*see, not*) \_\_\_\_\_ Eagle anywhere, so he (*hop*)  
\_\_\_\_\_ out and (*find*) \_\_\_\_\_ some delicious new

grass to eat. While he was eating the grass, he (*see*) \_\_\_\_\_ a shadow on  
 the field and (*look*) \_\_\_\_\_ up. It was Eagle! Rabbit said, "Please  
 don't eat me, Eagle! Please don't eat me!"

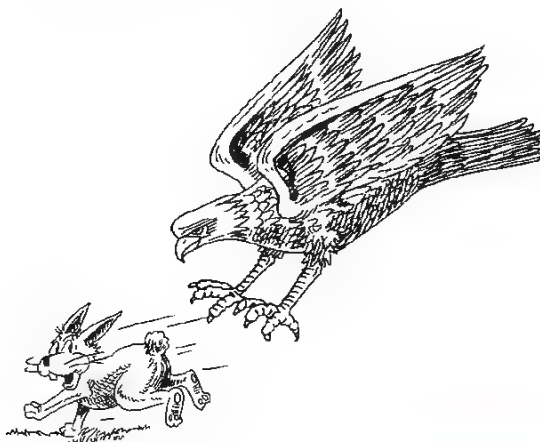


### PART III.

GRANDMA: On this sunny afternoon, Eagle was on her way home to her nest when she  
 (*hear*) \_\_\_\_\_ a faint sound below her. "What is that sound?" Eagle said  
 to herself. She looked around, but she (*see, not*) \_\_\_\_\_  
 anything. She (*decide*) \_\_\_\_\_ to ignore the sound and go home. She  
 was tired and (*want*) \_\_\_\_\_ (*rest*) \_\_\_\_\_ in her nest.

Then below her, Rabbit (*say*) \_\_\_\_\_ again in a very loud voice,  
 "Please don't eat me, Eagle! Please don't eat me!"

This time Eagle (*hear*) \_\_\_\_\_ Rabbit clearly. Eagle (*spot*)  
 \_\_\_\_\_ Rabbit in the field, (*fly*) \_\_\_\_\_ down, and (*pick*)  
 \_\_\_\_\_ Rabbit up in her talons.



“Thank you, Rabbit,” said Eagle. “I was hungry and (*know, not*)  
 \_\_\_\_\_ where I could find my dinner. It’s a good thing you  
 47  
 called to me.” Then Eagle (*eat*) \_\_\_\_\_ Rabbit for dinner.  
 48

#### PART IV

GRANDMA: There’s a lesson to learn from this story, children. If you (*be*) \_\_\_\_\_  
 49  
 afraid and expect bad things to happen, bad things will happen. The opposite is  
 also true. If you (*expect*) \_\_\_\_\_ good things to happen, good  
 50  
 things will happen. (*you, understand*) \_\_\_\_\_?  
 51  
 Now it’s time for bed.

CHILDREN: Please tell us another story!

GRANDMA: Not tonight. I’m tired. After I (*have*) \_\_\_\_\_ a warm drink, I (*go*)  
 52  
 \_\_\_\_\_ to bed. All of us need (*get*) \_\_\_\_\_ a good  
 53 54  
 night’s sleep. Tomorrow (*be*) \_\_\_\_\_ a busy day.  
 55

CHILDREN: What (*we, do*) \_\_\_\_\_ tomorrow?  
 56

GRANDMA: After we (*have*) \_\_\_\_\_ breakfast, we (*go*) \_\_\_\_\_  
 57 58  
 to the zoo at Woodland Park. When we (*be*) \_\_\_\_\_ at the zoo, we  
 59  
 (*see*) \_\_\_\_\_ lots of wonderful animals. Then in the afternoon we  
 60  
 (*see*) \_\_\_\_\_ a play at the Children’s Theater. But before we (*see*)  
 61  
 \_\_\_\_\_ the play, we (*have*) \_\_\_\_\_ a picnic lunch in  
 62 63  
 the park.

CHILDREN: Wow! We (*have*) \_\_\_\_\_ a wonderful day tomorrow!  
 64

GRANDMA: Now off to bed! Goodnight, Rachel and Peter. Sleep tight.\*

CHILDREN: Goodnight, Grandma. Thank you for the story!

---

\* *Sleep tight* means “Sleep well. Have a good night’s sleep.”

☐ **EXERCISE 32. Let's talk: small groups.**

*Directions:* Work in small groups. Choose a leader. Answer your leader's questions. Look at the story in Exercise 31, p. 349, if you need to.

1. What did Rabbit look like?
2. Where did he live?
3. Who was he afraid of?
4. Why did he hide in his hole?
5. Why did he come out of his hole?
6. What did he do when he saw Eagle?
7. Did Eagle see Rabbit before Rabbit spoke in a loud voice?
8. What happened to Rabbit?
9. What's the moral of the story?



# CHAPTER 12

## Modals, Part 1: Expressing Ability

### □ EXERCISE 1. Let's talk: class activity.

*Directions:* Answer your teacher's questions. Close your book for this activity.

*Example:*

TEACHER: Can you sing?

SPEAKER: Yes, I can sing. OR No, I can't sing.

1. Can you speak (*a language*)?
2. Can you play (*a musical instrument*)?
3. Can you lift your desk?
4. Can you touch the ceiling?
5. Can you count to five in (*a language*)?
6. Can you walk to the back of the room with your eyes closed? Who would like to try?

### 12-1 USING CAN

<p>(a) I have some money. I <b>can buy</b> a book.</p> <p>(b) We have time and money. We <b>can go</b> to a movie.</p> <p>(c) Tom is strong. He <b>can lift</b> the heavy box.</p>	<p><b>Can</b> expresses <i>ability</i> and <i>possibility</i>.</p>
<p>(d) CORRECT: Yuko <b>can speak</b> English.</p>	<p>The simple form of the main verb follows <b>can</b>. In (d): <i>speak</i> is the main verb.</p>
<p>(e) INCORRECT: Yuko <b>can to speak</b> English.</p>	<p>An infinitive with <b>to</b> does NOT follow <b>can</b>. In (e): <i>to speak</i> is incorrect.</p>
<p>(f) INCORRECT: Yuko <b>can speaks</b> English.</p>	<p>A main verb following <b>can</b> does not have a final <b>-s</b>. In (f): <i>speaks</i> is incorrect.</p>
<p>(g) Alice <b>can not</b> come. Alice <b>cannot</b> come. Alice <b>can't</b> come.</p>	<p>NEGATIVE <b>can + not – can not</b> OR <b>cannot</b> CONTRACTION <b>can + not – can't</b></p>

## □ EXERCISE 2. Sentence practice.

*Directions:* Make sentences from the given words. Use **can** or **can't**.

*Examples:* A bird \ sing

‣ A bird can sing.

A horse \ sing

‣ A horse can't sing.

- |                           |                               |
|---------------------------|-------------------------------|
| 1. A bird \ fly           | 8. A deaf person \ hear       |
| 2. A cow \ fly            | 9. A blind person \ see       |
| 3. A child \ drive a car  | 10. An elephant \ swim        |
| 4. An adult \ drive a car | 11. An elephant \ climb trees |
| 5. A newborn baby \ walk  | 12. A cat \ climb trees       |
| 6. A fish \ breathe air   | 13. A boat \ float on water   |
| 7. A fish \ swim          | 14. A rock \ float on water   |

## □ EXERCISE 3. Let's talk: class activity.

*Directions:* Make sentences about yourself. Use **I can** or **I can't**.

*Example:* speak Chinese

*Response:* I can speak Chinese. OR I can't speak Chinese.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. whistle                    | 9. swim                     |
| 2. ride a bicycle             | 10. float on water          |
| 3. touch my ear with my elbow | 11. ski                     |
| 4. play the piano*            | 12. do arithmetic           |
| 5. play the guitar            | 13. make a paper airplane   |
| 6. lift a piano               | 14. sew a button on a shirt |
| 7. drive a stick-shift car    | 15. wiggle my ears          |
| 8. fix a flat tire            | 16. eat with chopsticks     |

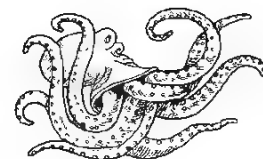


\*In expressions with *play*, *the* is usually used with musical instruments: *play the piano, play the guitar, play the violin, etc.*

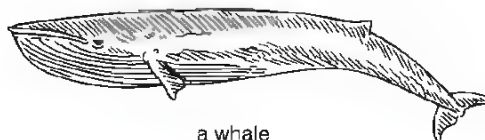
#### □ EXERCISE 4. Game: small group activity.

*Directions:* Work in small groups. Discuss each statement. Then circle *yes* or *no*. When you are finished, check your answers with your teacher. The group with the most correct answers wins.

- |   |     |    |
|---|-----|----|
| 1. Some birds can't fly.  | yes | no |
| 2. Elephants can jump.  | yes | no |
| 3. Tigers can't swim.   | yes | no |
| 4. An octopus can change colors.                                    | yes | no |
| 5. Kangaroos can walk.  | yes | no |
| 6. A baby kangaroo lives in its mother's<br>pouch for a short time. | yes | no |
| 7. Some fish can climb trees.                                       | yes | no |
| 8. Horses can't sleep when they stand up.                           | yes | no |
| 9. Turtles can't live more than 100 years.                          | yes | no |
| 10. Whales can hold their breath underwater.                        | yes | no |



an octopus



a whale

### 12-2 PRONUNCIATION OF CAN AND CAN'T

- (a) Rick **can** come to the meeting.  
(b) Mike **can't** come to the meeting.

**Can** is usually pronounced "kun"—/kən/.  
**Can't** is usually pronounced with the same vowel sound as "ant"—/kænt/.  
Native speakers usually drop the /t/.

\*Sometimes native speakers also have trouble hearing the difference between *can* and *can't*.

#### □ EXERCISE 5. Listening.



*Directions:* Listen to each sentence. Circle the word you hear.

- |               |       |         |       |
|---------------|-------|---------|-------|
| 1. <u>can</u> | can't | 6. can  | can't |
| 2. can        | can't | 7. can  | can't |
| 3. can        | can't | 8. can  | can't |
| 4. can        | can't | 9. can  | can't |
| 5. can        | can't | 10. can | can't |

## □ EXERCISE 6. Listening.



**Directions:** Read the want ad. Then listen to John talk about his job skills. Last, circle the answer to the question.

**Job opening at small, international hotel.** Need person with the following: good typing and word-processing skills, excellent knowledge of English, friendly manner on the phone. Also needs to help guests with their suitcases and be available weekends.

**QUESTION:**

Is John a good person for this job?      yes      no

## 12-3 USING CAN QUESTIONS

(QUESTION + CAN + SUBJECT + MAIN VERB WORD)					ANSWER
(a)	<i>Can</i>	<i>you</i>	<i>speak</i>	Arabic?	→ <i>Yes, I can.</i> → <i>No, I can't.</i>
(b)	<i>Can</i>	<i>Rosa</i>	<i>come</i>	to the party?	→ <i>Yes, she can.</i> → <i>No, she can't.</i>
(c) <i>Where</i>	<i>can</i>	<i>I</i>	<i>buy</i>	a hammer?	→ <i>At a hardware store.</i>
(d) <i>When</i>	<i>can</i>	<i>you</i>	<i>help</i>	me?	→ <i>Tomorrow afternoon.</i>

## □ EXERCISE 7. Question practice.

**Directions:** Make yes/no questions. Give short answers.

1. A: Can Jean speak English?

B: Yes, she can. (Jean can speak English.)

2. A: Can you speak French?

B: No, I can't. (I can't speak French.)

3. A: \_\_\_\_\_

B: \_\_\_\_\_ (Jim can't play the piano.)



4. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I can whistle.)
5. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I can go shopping with you this afternoon.)
6. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Carmen can't ride a bicycle.)
7. A: \_\_\_\_\_  
B: \_\_\_\_\_ (Elephants can swim.)
8. A: \_\_\_\_\_  
B: \_\_\_\_\_ (The students can finish this exercise quickly.)
9. A: \_\_\_\_\_  
B: \_\_\_\_\_ (The doctor can see you tomorrow.)
10. A: \_\_\_\_\_  
B: \_\_\_\_\_ (I can stand on my head.)
11. A: \_\_\_\_\_  
B: \_\_\_\_\_ (We can't have pets in the  
dormitory.)



☐ **EXERCISE 8. Let's talk: pairwork.**

*Directions:* Work with a partner.

Partner A: Ask a question. Use **Can you . . . ?**

Partner B: Answer the question. Then ask **How about you?** and repeat the question.

*Example:* speak Arabic

PARTNER A: Can you speak Arabic?

PARTNER B: Yes, I can. OR No, I can't. How about you? Can you speak Arabic?

PARTNER A: Yes, I can. OR No, I can't. Your turn now.

Partner A	Partner B
<ol style="list-style-type: none"> <li>ride a bicycle</li> <li>play the piano</li> <li>sing</li> <li>touch your knee with your nose</li> <li>drive a stick-shift car</li> <li>spell Mississippi</li> <li>swim</li> </ol>	<ol style="list-style-type: none"> <li>ride a horse</li> <li>play the guitar</li> <li>whistle</li> <li>touch your ear with your elbow</li> <li>fix a flat tire</li> <li>spell the teacher's last name</li> <li>float on water</li> </ol>

### □ EXERCISE 9. Let's talk: pairwork.

*Directions:* Work with a partner.

Partner A: Ask a question. Use **Where can I ... ?** Your book is open.

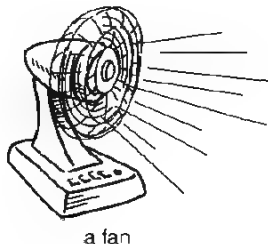
Partner B: Answer the question. Your book is closed.

*Example:* buy a notebook

PARTNER A (*book open*): Where can I buy a notebook?

PARTNER B (*book closed*): At the bookstore. / At (*a local store*). / Etc.

- buy a camera
- get a dozen eggs
- buy a fan
- get a good dinner
- go swimming
- play tennis
- catch a bus
- find a vegetarian restaurant
- buy a diamond ring



a fan

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn to ask questions.

- buy a hammer
- see a tiger
- get a newspaper
- buy a notebook
- get a taxi
- get a sandwich
- cash a check
- rent a DVD
- buy cold medicine



cold medicine

## □ EXERCISE 10. Listening.



Directions: Listen to the conversations. Write the words you hear.

1. A: Hello?

B: \_\_\_\_\_ speak to Mr. Jones, please?

A: I'm sorry. \_\_\_\_\_ to the phone right now.

\_\_\_\_\_ take a message? \_\_\_\_\_ return your call in about a half-hour.

B: Yes. Please tell him Bob Anderson called.

2. A: \_\_\_\_\_ me lift this box?

B: It looks very heavy. \_\_\_\_\_ to help you, but I think we need a third person.

A: No, I'm very strong. I think \_\_\_\_\_ it together.

3. A: \_\_\_\_\_ the TV. \_\_\_\_\_ turn it up?

B: \_\_\_\_\_ turn it up. I'm doing my homework. If I turn it up, I \_\_\_\_\_ concentrate.

A: \_\_\_\_\_ your homework in another room?

B: Oh, all right.

## 12-4 USING KNOW HOW TO

(a) I can swim.

(b) I **know how to swim**.

(c) Can you cook?

(d) **Do you know how to cook?**

(a) and (b) have basically the same meaning. **Know how to** expresses ability.

(c) and (d) have basically the same meaning.

## □ EXERCISE 11. Let's talk: pairwork.

Directions: Work with a partner.

Partner A: Ask a question. Use **know how to** in your question. Your book is open.

Partner B: Answer the question. Your book is closed.

Example: swim

PARTNER A (*book open*): Do you know how to swim?

PARTNER B (*book closed*): Yes, I do. OR No, I don't.

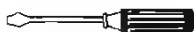
- |                                     |                            |
|-------------------------------------|----------------------------|
| 1. cook                             | 5. fix a flat tire         |
| 2. dance                            | 6. drive a stick-shift car |
| 3. play the piano                   | 7. wiggle your nose        |
| 4. get to the post office from here | 8. sew                     |

Switch roles.

Partner A: Close your book.

Partner B: Open your book. Your turn to ask questions.

- |                                  |  |
|----------------------------------|--|
| 9. play the guitar               | 13. get to ( <i>a store</i> ) from here    |
| 10. get to the airport from here | 14. count to five in ( <i>a language</i> ) |
| 11. use a digital camera         | 15. add, subtract, multiply, and divide    |
| 12. use a screwdriver            | 16. find the square root of nine           |



a screwdriver

## ☐ EXERCISE 12. Let's talk: find someone who . . . .

**Directions:** Walk around the room. Ask your classmates questions. Find someone who can answer *yes* to each question. Write down his/her name. Use ***Do you know how to . . . ?*** Share a few of their answers with the class.

Ability	First name
1. play a musical instrument	
2. play a sport	
3. speak three or four languages	
4. eat with chopsticks	
5. take care of a snake	
6. sew	
7. fix a car	
8. draw	
9. swim	
10. create movies on a computer	

### □ EXERCISE 13. Let's write: small groups.

*Directions:* Work in small groups. Complete the sentences as a group. Use a separate sheet of paper. Share some of your completions with the class.

1. Babies know how to . . . .
2. Babies don't know how to . . . .
3. Birds know how to . . . .
4. Birds don't know how to . . . .
5. I know how to . . . .
6. I don't know how to . . . .
7. (*name of a classmate*) knows how to . . . .
8. Our teacher doesn't know how to . . . .
9. Do you know how to . . . ?

## 12-5 USING COULD: PAST OF CAN

(a) I am in Hawaii. I <b>can go</b> to the beach every day.	<b>could</b> = the past form of <b>can</b>
(b) I was in Hawaii <b>last month</b> . I <b>could go</b> to the beach every day when I was there.	
(c) I <b>can't go</b> to the movie today. I have to study.	NEGATIVE <b>could + not – couldn't</b>
(d) I { <b>couldn't go</b> <b>could not go</b> } to the movie <b>last night</b> . I had to study.	
(e) <b>Could</b> you speak English before you came here?	QUESTION <b>could + subject + main verb</b>

### □ EXERCISE 14. Let's talk: pairwork.

*Directions:* Work with a partner. Circle the answers that describe your childhood. Then tell your partner what you could and couldn't do when you were a child.

When I was a child, . . . .

- |  |     |    |
|--|-----|----|
| 1. I could stand on my head.                                     | yes | no |
| 2. I could ride a bike with no hands.                            | yes | no |
| 3. I could sing in another language.                             | yes | no |
| 4. I could tell time before the age of five.                     | yes | no |
| 5. I could do cartwheels.  | yes | no |
| 6. I could read before the age of five.                          | yes | no |
| 7. I could hold my breath underwater for one minute.             | yes | no |
| 8. I could ( <i>complete the sentence with your own words</i> ). | yes | no |



a cartwheel

### □ EXERCISE 15. Sentence practice.

*Directions:* Complete the sentences by using **couldn't**. Use the expressions in the list or your own words.

<i>call you</i>	<i>go to the movie</i>
<i>come to class</i>	<i>light the candles</i>
<i>✓do my homework</i>	<i>listen to music</i>
<i>get into my car</i>	<i>wash his clothes</i>
<i>go swimming</i>	<i>watch TV</i>

1. I couldn't do my homework last night because I was too tired.
2. I \_\_\_\_\_ yesterday because I lost your telephone number.
3. I \_\_\_\_\_ last night because my TV set is broken.
4. Tom \_\_\_\_\_ because he didn't have any matches.
5. The teacher \_\_\_\_\_ yesterday because he was sick.
6. I \_\_\_\_\_ last night because my radio doesn't work.
7. Ken \_\_\_\_\_ because he didn't have any laundry soap.
8. We \_\_\_\_\_ yesterday because the water was too cold.
9. I \_\_\_\_\_ yesterday because I locked all the doors and left the keys inside.
10. I \_\_\_\_\_ last night because I had to study.

### □ EXERCISE 16. Sentence practice.

*Directions:* Mr. Chang had a bad day yesterday. There are many things he wanted to do, but couldn't. Tell what he couldn't do yesterday and give a reason. Use **because**.

*Example:* eat breakfast \ get up late

→ Mr. Chang couldn't eat breakfast because he got up late.

*Example:* go downtown during the day \ have to work

→ Mr. Chang couldn't go downtown during the day because he had to work.

1. eat lunch \ leave his wallet at home
2. finish his report \ have to go to a meeting
3. leave work at five \ have to finish his report
4. play tennis after work \ it \ be raining
5. enjoy his dinner \ his wife \ be angry at him
6. watch his favorite TV program after dinner \ his TV set \ not work
7. read quietly \ his children \ be very noisy
8. go to bed early \ his neighbors \ come to visit

#### □ EXERCISE 17. Let's talk: class activity.

*Directions:* Your teacher will make a statement. Give some of the negative results for the situations. Use **can't** or **couldn't**. Close your book for this activity.

*Examples:*

TEACHER: There's no chalk in the classroom.

STUDENT: We can't write on the board.

TEACHER: There was no chalk in the classroom yesterday.

STUDENT: We couldn't write on the board.

1. I have only (*a small amount of money*) in my pocket / in my purse today.
2. Some people don't know how to use a computer.
3. Your parents had rules for you when you were a child.
4. This school has rules for students.
5. All of you are adults. You are not children.
6. You didn't know much English last year.
7. You don't speak fluent English yet.
8. Millions of people in the world live in poverty.

#### □ EXERCISE 18. Review: error analysis.

*Directions:* Correct the errors.

1. Could you to drive a car when you were thirteen years old?
2. If your brother goes to the graduation party, he can meets my sister.
3. I couldn't opened the door because I didn't have a key.
4. Please turn up the radio. I can't to hear it.

5. When Ernesto arrived at the airport last Tuesday, he can't find the right gate.
6. Mr. Lo was born in Hong Kong, but now he lives in Canada. He cannot understand spoken English before he moved to Canada, but now he speak and understand English very well.

## 12-6 USING BE ABLE TO

PRESENT	(a) I <i>am able to touch</i> my toes. (b) I <i>can touch</i> my toes.	(a) and (b) have basically the same meaning.
FUTURE	(c) I <i>will be able to go</i> shopping tomorrow. (d) I <i>can go</i> shopping tomorrow.	(c) and (d) have basically the same meaning.
PAST	(e) I <i>wasn't able to finish</i> my homework last night. (f) I <i>couldn't finish</i> my homework last night.	(e) and (f) have basically the same meaning.

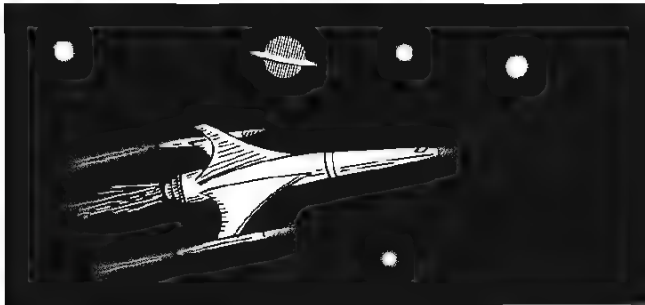
### □ EXERCISE 19. Sentence practice.

*Directions:* On a separate sheet of paper, make sentences with the same meaning. Use **be able to**.

1. I can be here tomorrow at ten o'clock.  
→ *I'll (I will) be able to be here tomorrow at ten o'clock.*
2. Two students couldn't finish the test.  
→ *Two students weren't able to finish the test.*
3. Mark is bilingual. He can speak two languages.
4. Sue can get her own apartment next year.
5. Animals can't speak.
6. Can you touch your toes without bending your knees?
7. Jack couldn't describe the thief.
8. Could you do the homework?
9. I couldn't sleep last night because my apartment was too hot.
10. My roommate can speak four languages. He's multilingual.
11. I'm sorry that I couldn't call you last night.



12. I'm sorry, but I can't come to your party next week.
13. Can we take vacations on the moon in the 22nd century?



**□ EXERCISE 20. Sentence practice.**

*Directions:* Complete the sentences with your own words.

1. I wasn't able to \_\_\_\_\_ last night because \_\_\_\_\_.
2. We'll be able to \_\_\_\_\_ in the 22nd century.
3. I'm sorry, but I won't be able to \_\_\_\_\_.
4. Birds are able to \_\_\_\_\_.
5. My friend is multilingual. She's able to \_\_\_\_\_.
6. I'm bilingual. I'm able to \_\_\_\_\_.
7. The students weren't able to \_\_\_\_\_ in class yesterday because \_\_\_\_\_.
8. Will you be able to \_\_\_\_\_ tomorrow?
9. \_\_\_\_\_ wasn't able to \_\_\_\_\_ because \_\_\_\_\_.
10. \_\_\_\_\_ isn't able to \_\_\_\_\_ because \_\_\_\_\_.
11. \_\_\_\_\_ won't be able to \_\_\_\_\_ because \_\_\_\_\_.

□ **EXERCISE 21. Listening review: can / be able to / know how to.**



*Directions:* Listen to the conversations. Complete the sentences with the words you hear.

1. A: \_\_\_\_\_ to John last night?

B: \_\_\_\_\_ reach him. I \_\_\_\_\_ again later today.

2. A: \_\_\_\_\_ bread?

B: Yes, I \_\_\_\_\_ bread. What about you?

A: No. \_\_\_\_\_ me?

B: Sure, \_\_\_\_\_.

3. A: \_\_\_\_\_ the teacher?

B: I \_\_\_\_\_ her in the beginning, but now I  
\_\_\_\_\_ most of her lectures.

A: I still \_\_\_\_\_ her very well.

4. A: Professor Jones, when \_\_\_\_\_ correct our tests?

B: I began last night, but I \_\_\_\_\_ finish. I \_\_\_\_\_  
\_\_\_\_\_ again tonight. I hope \_\_\_\_\_  
\_\_\_\_\_ hand them back to you tomorrow.

5. A: Hello?

B: Hi. This is Jan Smith. I'm wondering if \_\_\_\_\_ get in to see Dr. Brown today or tomorrow.

A: Well, she \_\_\_\_\_ you tomorrow morning at 11:00. \_\_\_\_\_ in then?

B: Yes, \_\_\_\_\_. Please tell me where you are. I \_\_\_\_\_  
\_\_\_\_\_ the way to your office.

## 12-7 USING *VERY* AND *TOO* + ADJECTIVE

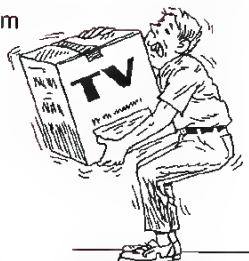
- (a) The box is **very** heavy, but Tom **can** lift it.
- (b) The box is **too** heavy. Bob **can't** lift it.
- (c) The coffee is **very** hot, but I **can** drink it.
- (d) The coffee is **too** hot. I **can't** drink it.

**Very** and **too** come in front of adjectives; *heavy* and *hot* are adjectives.

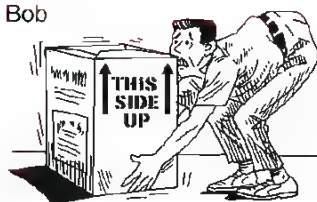
**Very** and **too** do NOT have the same meaning. In (a): *very heavy* = It is difficult but possible for Tom to lift the box.

In (b): *too heavy* = It is impossible for Bob to lift the box.

Tom



Bob



- (e) The coffee is **too** hot.  
NEGATIVE RESULT: I can't drink it.
- (f) The weather is **too** cold.  
NEGATIVE RESULT: We can't go to the beach.

In the speaker's mind, the use of **too** implies a negative result.

### □ EXERCISE 22. Class activity.

*Directions:* Make sentences for each picture. Use **very** or **too** and **can** or **can't** to describe the pictures.

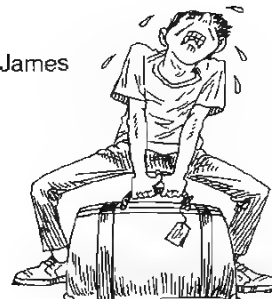
*Example:* suitcase \ heavy \ lift

- › The suitcase is very heavy, but Mark can lift it.
- › The suitcase is too heavy. James can't lift it.

Mark



James



1. soup \ hot \ eat

Jack

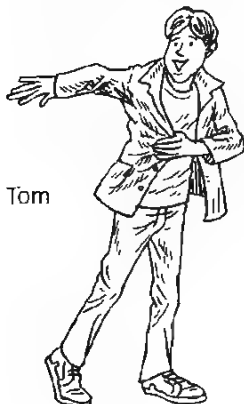


Ricardo

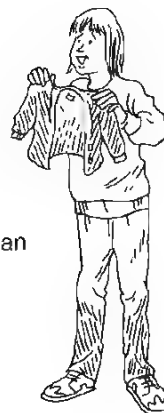


2. coat \ small \ wear

Tom



Susan

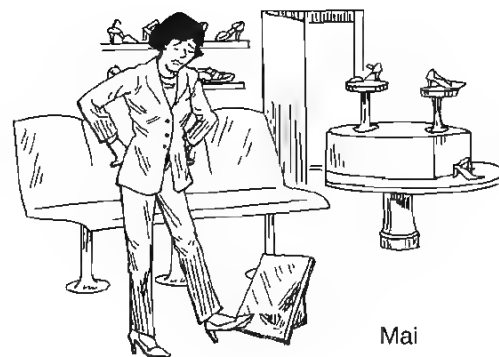


3. shoes \ tight \ wear

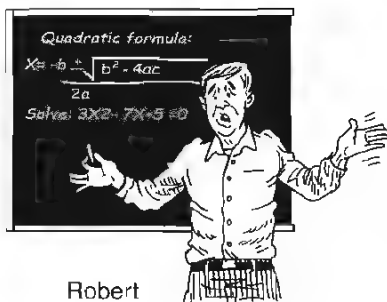
Marika



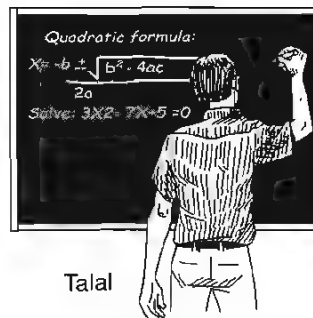
Mai



4. problem \ hard



Robert



Talal

□ **EXERCISE 23. Sentence practice.**

*Directions:* Complete the sentences. Use the expressions in the list or your own words.

buy it	lift it
do his homework	reach the cookie jar
eat it	sleep
go swimming	take a break

- The soup is too hot. I can't \_\_\_\_\_
- The diamond ring is too expensive. I can't \_\_\_\_\_
- The weather is too cold. We can't \_\_\_\_\_
- I am too busy.  
I can't \_\_\_\_\_
- Ali is too tired.  
He can't \_\_\_\_\_
- Peggy is too short.  
She can't \_\_\_\_\_
- It's too noisy in the dorm at night.  
I can't \_\_\_\_\_
- The piano is too heavy.  
I can't \_\_\_\_\_



□ **EXERCISE 24. Sentence practice.**

*Directions:* Complete the sentences. Use **too**. Use adjectives in the list or your own words.

<i>cold</i>	<i>small</i>
<i>expensive</i>	<i>tall</i>
<i>heavy</i>	<i>tired</i>
<i>noisy</i>	<i>young</i>

1. You can't lift a car. A car is \_\_\_\_\_
2. Jimmy is ten. He can't drive a car. He's \_\_\_\_\_
3. I can't study in the dorm at night. It's \_\_\_\_\_
4. I don't want to go to the zoo. The weather is \_\_\_\_\_
5. Ann doesn't want to play tennis this afternoon. She's \_\_\_\_\_
6. I can't buy a new car. A new car is \_\_\_\_\_
7. John has gained weight. He can't wear his old shirt. It's \_\_\_\_\_
8. The basketball player can't stand up straight in the subway. He's \_\_\_\_\_



□ **EXERCISE 25. Sentence practice.**

*Directions:* Complete the sentences. Use **too** or **very**.

1. The tea is very hot, but I can drink it.
2. The tea is too hot. I can't drink it.
3. I can't put my dictionary in my pocket. My dictionary is \_\_\_\_\_ big.

4. An elephant is \_\_\_\_\_ big. A mouse is \_\_\_\_\_ small.
5. I can't buy a boat because it's \_\_\_\_\_ expensive.
6. A sports car is \_\_\_\_\_ expensive, but Anita can buy one if she wants to.
7. We went to the Rocky Mountains for our vacation. The mountains are \_\_\_\_\_ beautiful.
8. I can't eat this food because it's \_\_\_\_\_ salty.
9. Amanda doesn't like her room in the dorm. She thinks it's \_\_\_\_\_ small.
10. I lost your dictionary. I'm \_\_\_\_\_ sorry. I'll buy you a new one.
11. A: Do you like your math course?  
B: Yes. It's \_\_\_\_\_ difficult, but I enjoy it.
12. A: Do you like your math course?  
B: No. It's \_\_\_\_\_ difficult. I don't like it because I can't understand the math.
13. A: It's seven-thirty. Do you want to go to the movie?  
B: We can't. It's \_\_\_\_\_ late. The movie started at seven.
14. A: Did you enjoy your dinner last night?  
B: Yes. The food was \_\_\_\_\_ good!
15. A: Are you going to buy that dress?  
B: No. It doesn't fit. It's \_\_\_\_\_ big.
16. A: Do you think Carol is smart?  
B: Yes, I do. I think she's \_\_\_\_\_ intelligent.
17. A: My daughter wants to get married.  
B: What? But she can't! She's \_\_\_\_\_ young.
18. A: Can you read that sign across the street?  
B: No, I can't. It's \_\_\_\_\_ far away.

## 12-8 USING TWO, TOO, AND TO

TWO	(a) I have <b>two</b> children.	<b>Two, too, and to</b> have the same pronunciation. In (a): <b>two</b> = a number.
TOO	(b) Timmy is <b>too</b> young. He can't read. (c) Ann saw the movie. I saw the movie <b>too</b> .	In (b): <b>too young</b> = <i>impossible to do because of his youth</i> . In (c): <b>too</b> = <b>also</b> .
TO	(d) I talked <b>to</b> Jim. (e) I want <b>to</b> watch television.	In (d): <b>to</b> = a preposition. In (e): <b>to</b> = part of an infinitive.

### □ EXERCISE 26. Sentence practice.

*Directions:* Complete the sentences. Use **two**, **too**, or **to**.

- I'd like a cup of coffee. Bob would like a cup too.
- I had \_\_\_\_\_ cups of coffee yesterday.
- I can't drink my coffee. It's \_\_\_\_\_ hot. The coffee is \_\_\_\_\_ hot for me \_\_\_\_\_ drink.
- I talked \_\_\_\_\_ Jim. Jane wants \_\_\_\_\_ talk \_\_\_\_\_ Jim \_\_\_\_\_.
- I walked \_\_\_\_\_ school today. Alex walked \_\_\_\_\_ school today \_\_\_\_\_.
- I'm going \_\_\_\_\_ take the bus \_\_\_\_\_ school tomorrow.
- Shh. I want \_\_\_\_\_ listen \_\_\_\_\_ the news broadcast.
- I can't study. The music is \_\_\_\_\_ loud.
- The weather is \_\_\_\_\_ cold for us \_\_\_\_\_ go \_\_\_\_\_ the beach.
- I have \_\_\_\_\_ apples. Ken wants \_\_\_\_\_ have \_\_\_\_\_ apples \_\_\_\_\_.



## 12-9 MORE ABOUT PREPOSITIONS: *AT* AND *IN* FOR PLACE

- (a) Olga is **at** home.  
Ivan is **at** work.  
Yoko is **at** school.

In (a): **at** is used with *home*, *work*, and *school*. \*

- (b) Sue is **in** bed.  
Tom is **in** class.  
Paul is **in** jail/prison.

In (b): **in** is used with *bed*, *class*, and *jail/prison*. \*

- (c) Mr. Lee is **in** the hospital.

In (c): **in** is used with *the hospital*.

Note: American English = *in the hospital*.

British English = *in hospital*.

- (d) Ahmed is **in** the kitchen.

In (d): **in** is used with rooms: *in the kitchen*, *in the classroom*, *in the hall*, *in my bedroom*, etc.

- (e) David is **in** Mexico City.

In (e): **in** is used with cities, states/provinces, countries, and continents: *in Mexico City*, *in Florida*, *in Italy*, *in Asia*, etc.

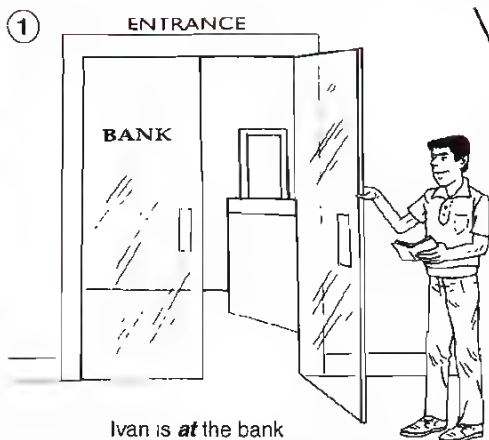
- (f) A: Where's Ivan?  
B: He isn't here. He's **at** the bank.

In (f): **at** is usually used with locations in a city: *at the post office*, *at the bank*, *at the library*, *at the bookstore*, *at the park*, *at the theater*, *at the restaurant*, *at the football stadium*, etc.

### COMPARE

- (g) In Picture 2, Ivan is **in** the bank.  
He is not outside the bank.

In (g): A speaker uses **in** with a building only when it is important to say that someone is inside, not outside, the building. Usually a speaker uses **at** with a building. *in the bank* = inside the bank building.



\*Notice: In these common expressions of place, *the* is not used in front of *home*, *work*, *school*, *bed*, *class*, *jail/prison*.

## □ EXERCISE 27. Sentence practice.

*Directions:* Complete the sentences with **at** or **in**. In some sentences, both prepositions are correct.

1. A: Is Jennifer here?

B: No, she's at the bookstore.\*

2. A: Where's Jack?

B: He's in his room.

3. When I was \_\_\_\_\_ work yesterday, I had an interesting telephone call.

4. Poor Anita. She's \_\_\_\_\_ the hospital again for more surgery.

5. Mr. Gow wasn't \_\_\_\_\_ class yesterday. He was \_\_\_\_\_ home.

He wasn't feeling well.

6. Last year at this time, Eric was \_\_\_\_\_ Korea. This year he's \_\_\_\_\_ Spain.

7. A: Where's Donna?

B: She's \_\_\_\_\_ New York. She's attending a conference.

8. There's a fire extinguisher \_\_\_\_\_ the hall.

9. The children are \_\_\_\_\_ home this morning. They aren't \_\_\_\_\_ school.

10. A: Where's Olga? I was supposed to meet her here at five.

B: She's \_\_\_\_\_ the library. She's studying for a test.

A: Oh. Maybe she forgot that she was supposed to meet me here.

11. A: Where's Robert?

B: He's \_\_\_\_\_ the computer room.

12. There are thirty-seven desks \_\_\_\_\_ our classroom.

13. We ate \_\_\_\_\_ a good restaurant last night. The food was delicious.

\*ALSO CORRECT: *She's in the bookstore*, but only if the speaker wants to say that she is inside, not outside, the bookstore. Usually a speaker uses **at** with a building to identify someone's location. See Chart 12-9, p. 374.

14. A thief broke the window of a jewelry store and stole some valuable jewelry. The police caught him. Now he's \_\_\_\_\_ jail. He's going to be \_\_\_\_\_ prison for a long time.
15. Singapore is \_\_\_\_\_ Asia.
16. We had a good time \_\_\_\_\_ the zoo yesterday.
17. A: Where's Fatima?  
B: She's \_\_\_\_\_ the supermarket.
18. A: Where can I get some fresh tomatoes?  
B: \_\_\_\_\_ the market on Waterfront Street.
19. A: Here's your hotel key, Ms. Fox. You're \_\_\_\_\_ Room 609.  
B: Thank you. Where are the elevators?
20. A: Is Mike up?  
B: No, he's \_\_\_\_\_ bed.  
A: Well, it's time to get up. I'm going to wake him up. Hey, Mike! You can't sleep all day! Get up!  
C: Go away!

### □ EXERCISE 28. Let's talk: class activity.

*Directions:* Complete the sentence ***I was . . . yesterday*** by using the words your teacher gives you and the correct preposition, ***at*** or ***in***. Close your book for this activity.

*Example:*

TEACHER: work

STUDENT: I was at work yesterday.

- |                  |                             |
|------------------|-----------------------------|
| 1. class         | 7. work                     |
| 2. the library   | 8. Room 206                 |
| 3. (a city)      | 9. a hotel                  |
| 4. home          | 10. (a continent)           |
| 5. this room     | 11. ( . . . )'s living room |
| 6. the bookstore | 12. (a building)            |

## □ EXERCISE 29. Let's talk: pairwork.

*Directions:* Work with a partner. Ask questions about place. Use **at** or **in** in your answers.

Partner A: Begin the question with **Where were you**.

Partner B: Use **at** or **in** in the answer. Then ask **How about you?** and repeat the question.

*Example:* yesterday afternoon

PARTNER A: Where were you yesterday afternoon?

PARTNER B: I was in class. How about you? Where were you yesterday afternoon?

PARTNER A: I was in class too. / I was at home. / Etc. Your turn now.

Partner A	Partner B
1. at nine o'clock last night	1. at two o'clock yesterday afternoon
2. after class yesterday	2. this morning at six o'clock
3. six weeks ago	3. five years ago
4. on your last vacation	4. when you were ten years old

## □ EXERCISE 30. Review: let's talk.

*Directions:* Work in small groups. What **can** or **can't** the following people/animals/things do? Why or why not? Discuss the topics and report to the rest of the class. You can also use **be able to** or **know how to** in your sentences.

*Example:* a tiger

SPEAKER A: A tiger can kill a water buffalo because a tiger is very strong and powerful.

SPEAKER B: A tiger can sleep in the shade of a tree all day if it wants to. It doesn't have a job, and it doesn't go to school.

SPEAKER C: A tiger can't speak (*a human language*). It's an animal.

SPEAKER D: A tiger can communicate with other tigers. Animals can talk to each other in their own languages.

- the students in this class
- young children
- a monkey
- (*a classmate*)
- international students who live in (*this country*)
- teenagers
- people who live in (*this city*)
- people who are illiterate
- money
- computers
- our teacher
- (*the leader of this country or your country*)

□ **EXERCISE 31. Chapter review: error analysis.**

*Directions:* Correct the errors.

1. We will can go to the museum tomorrow afternoon.
2. We can't count all of the stars in the universe. There are to many.
3. Can you to stand on your head?
4. I saw a beautiful vase at a store yesterday, but I couldn't bought it.
5. The shirt is too small. I can wear it.
6. Sam know how to count to 1000 in English.
7. When I was on vacation, I can swim every day.
8. When we lived at Tokyo, we took the subway every day.
9. Honeybees not able to live in very cold climates.
10. Where we can go in the city for an inexpensive meal?
11. James can reads newspapers in five languages.
12. Sorry. I didn't be able to get tickets for the concert.
13. I can't finish my homework because I'm to tired.



# CHAPTER 13

## Modals, Part 2: Advice, Necessity, Requests, Suggestions

### 13-1 USING SHOULD

(a) My clothes are dirty. I <b>should wash</b> them. (b) Tom is sleepy. He <b>should go</b> to bed. (c) You're sick. You <b>should see</b> a doctor.	<b>Should</b> means "This is a good idea. This is good advice."								
(d) <table><tr><td>I</td><td rowspan="6">} <b>should go.</b></td></tr><tr><td>You</td></tr><tr><td>She</td></tr><tr><td>He</td></tr><tr><td>It</td></tr><tr><td>We</td></tr><tr><td>They</td></tr></table>	I	} <b>should go.</b>	You	She	He	It	We	They	<b>Should</b> is followed by the simple form of a verb.  <i>INCORRECT: He should goes.</i> <i>INCORRECT: He should to go.</i>
I	} <b>should go.</b>								
You									
She									
He									
It									
We									
They									
(e) You <b>should not leave</b> your grammar book at home. You need it in class. (f) You <b>shouldn't leave</b> your grammar book at home.	NEGATIVE: <i>should not</i>  CONTRACTION: <i>should + not = shouldn't</i>								

#### □ EXERCISE 1. Sentence practice.

*Directions:* Complete the conversations. Begin the sentences with **You should**. Use the expressions in the list or your own words.

*buy a new pair of shoes*

*call the manager*

*go to the bank*

*go to the immigration office*

✓ *go to the post office*

*go to bed and take a nap*

*see a dentist*

*study harder*

1. A: I want to mail a package.

B: You should go to the post office.

2. A: I'm sleepy.

B: \_\_\_\_\_

3. A: I need to cash a check.

B: \_\_\_\_\_

4. A: I have a toothache.

B: \_\_\_\_\_

5. A: I'm getting poor grades in all of my classes at school.

B: \_\_\_\_\_

6. A: The toilet in my apartment doesn't work.

B: \_\_\_\_\_

7. A: I need to get a new visa.

B: \_\_\_\_\_

8. A: My shoes have holes in the bottom.

B: \_\_\_\_\_

## ☐ EXERCISE 2. Let's talk: small groups.

*Directions:* Work in small groups. Make sentences with **should** and **shouldn't**. Share some of your answers with the class.

1. Sue has a headache from working at her computer too long.

Sue . . .

- a. see a doctor.
- b. take some headache medicine.
- c. lie down.
- d. go to the hospital emergency room.
- e. take a 15-minute break from the computer.

2. John stayed late after school to help his teacher. He missed the last bus and needs a ride home. It takes two hours to walk to his home, and it is a 20-minute ride by car.

John . . .

- a. call a taxi.
- b. hitchhike.
- c. ask his teacher for a ride.
- d. call a friend for a ride.
- e. walk.

3. Mary's baby doesn't want to take a nap. He is crying.  
Mary . . .
  - a. hold him.
  - b. rock him.
  - c. let him cry until he falls asleep.
  - d. feed him.
  - e. let him play.
  
4. The teacher is giving a final exam. One student keeps looking at a paper under his exam paper. It has the answers on it.  
The teacher . . .
  - a. take the paper away and give the student another chance.
  - b. give the student a failing grade for the test.
  - c. give the student a failing grade for the class.
  - d. send the student to see the director of the school.
  
5. Susan is 16 years old. A boy in her class wants her to go to dinner and a movie with him. This will be her first date.  
Her parents . . .
  - a. let her go if her older brother goes too.
  - b. make her wait until she is older.
  - c. go with her.
  - d. let her go by herself.
  - e. let her go to dinner only.

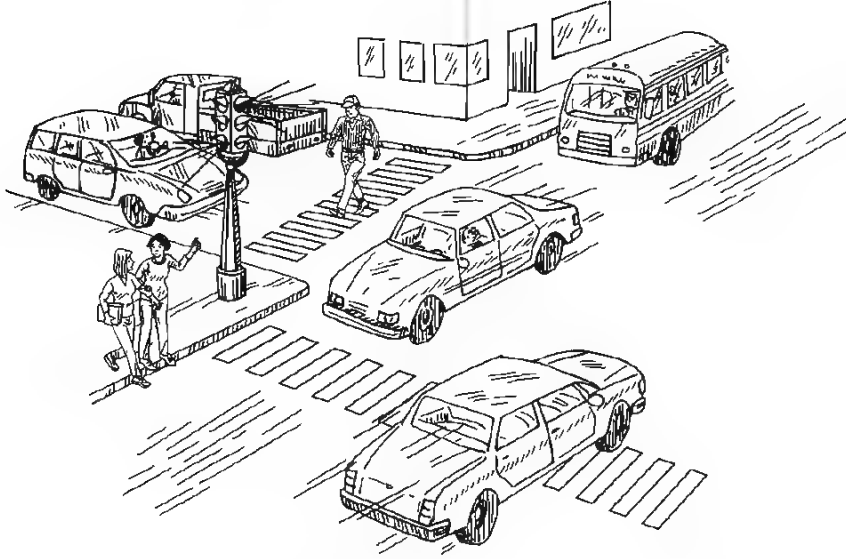
### □ EXERCISE 3. Sentence practice.

*Directions:* Complete the sentences. Use **should** or **shouldn't**.

1. Students should come to class every day.
2. Students shouldn't skip class.
3. We \_\_\_\_\_ waste our money on things we don't need.
4. It's raining. You \_\_\_\_\_ take your umbrella when you leave.
5. Jimmy, you \_\_\_\_\_ pull the cat's tail!
6. People \_\_\_\_\_ be cruel to animals.
7. Your plane leaves at 8:00. You \_\_\_\_\_ get to the airport by 6:00.
8. Life is short. We \_\_\_\_\_ waste it.
9. You \_\_\_\_\_ smoke in a public place because the smoke bothers other people.



10. We \_\_\_\_\_ cross a street at an intersection. We \_\_\_\_\_ jaywalk.



11. When you go to New York City, you \_\_\_\_\_ see a play on Broadway.
12. You \_\_\_\_\_ walk alone on city streets after dark. It's dangerous.
13. When you go to Bangkok, you \_\_\_\_\_ visit the Floating Market.
14. When you go to a football game, you \_\_\_\_\_ throw things on the field.

□ **EXERCISE 4. Let's talk: small groups.**

*Directions:* Work in small groups. For each situation, give advice by making a list of sentences using **should** and **shouldn't**. Speaker A should request advice first, then Speaker B, etc.

1. SPEAKER A: English is not my native language. What advice can you give me about good ways to learn English?
2. SPEAKER B: I am a teenager. What advice can you give me about being a good person and living a happy life?
3. SPEAKER C: I am a newcomer. What advice can you give me about going to this school and living in this city?
4. SPEAKER D: I have a job interview tomorrow. What advice can you give me about going to a job interview?

## □ EXERCISE 5. Listening.



*Directions:* Listen to each sentence and circle the verb you hear. After you check your answers, listen again. If you agree, circle *yes*. If you don't, circle *no*.

DO YOU AGREE?

1. should	shouldn't	yes	no
2. should	shouldn't	yes	no
3. should	shouldn't	yes	no
4. should	shouldn't	yes	no
5. should	shouldn't	yes	no
6. should	shouldn't	yes	no
7. should	shouldn't	yes	no
8. should	shouldn't	yes	no

## □ EXERCISE 6. Writing.

*Directions:* Write a paragraph about your hometown on a separate piece of paper. Include answers to the tourist's questions.

I'm a tourist. I'm going to visit your hometown. Is your hometown a good place for a tourist to visit? Why? What should I do when I'm there? Where should I go? What should I see? What shouldn't I do? Are there places I shouldn't visit? Will I enjoy my visit?

## 13-2 USING HAVE - INFINITIVE (HAVE TO / HAS TO)

(a) People <b>need to eat</b> food. (b) People <b>have to eat</b> food. (c) Jack <b>needs to study</b> for his test. (d) Jack <b>has to study</b> for his test.	(a) and (b) have basically the same meaning.  (c) and (d) have basically the same meaning. <b>Have + infinitive</b> has a special meaning: it expresses the same idea as <b>need</b> .
(e) I <b>had to study</b> last night.	PAST FORM: <b>had + infinitive</b> .
(f) <b>Do</b> you <b>have to leave</b> now? (g) What time <b>does</b> Jim <b>have to leave</b> ? (h) Why <b>did</b> they <b>have to leave</b> yesterday?	QUESTION FORM: <b>do, does, or did</b> is used in questions with <b>have to</b> .
(i) I <b>don't have to study</b> tonight. (j) The concert was free. We <b>didn't have to buy</b> tickets.	NEGATIVE FORM: <b>don't, doesn't, or didn't</b> is used with <b>have to</b> .

### □ EXERCISE 7. Let's talk: class activity.

*Directions:* Answer the questions your teacher asks you. Close your book for this activity.

1. What do you want to do today?
2. What do you have to do today?
3. What do you want to do tomorrow?
4. What do you have to do tomorrow?
5. What does a student need to do or have to do?
6. Who has to go shopping? Why?
7. Who has to go to the post office? Why?
8. Who has to go to the bank? Why?
9. Where do you have to go today? Why?
10. Where do you want to go tomorrow? Why?
11. What did you have to do yesterday? Why?
12. Did you have responsibilities at home when you were a child? What did you have to do?
13. If you're driving a car and the traffic light turns red, what do you have to do?
14. What do you have to do before you cross a busy street?
15. Do you have to learn English? Why?
16. Who has a job? What are some of the things you have to do when you're at work?
17. What kind of job did you have in the past? What did you have to do when you had that job?

### □ EXERCISE 8. Let's talk: class activity.

*Directions:* Make sentences using **have to/has to** and **because**.

*Example:* go downtown \ buy some new shoes

SPEAKER A: I have to go downtown because I have to buy some new shoes.

TEACHER: (*to Speaker B*) Why does (*Speaker A*) have to go downtown?

SPEAKER B: (*Speaker A*) has to go downtown because he/she has to buy some new shoes.

1. go to the drugstore \ buy some toothpaste
2. go to the grocery store \ get some bread
3. go shopping \ get a new coat
4. go to the post office \ mail a package
5. stay home tonight \ study grammar
6. go to the hospital \ visit a friend
7. go to the bank \ cash a check
8. go downtown \ go to the immigration office
9. go to the bookstore \ buy a notebook
10. go to (*name of a store in the city*) \ buy (*a particular thing at that store*)

### □ EXERCISE 9. Sentence practice.

*Directions:* Complete the sentences with the words in parentheses. Use a form of **have/has** + infinitive.

1. A: Jack can't join us for dinner tonight.

B: Why not?

A: (*he, work*) He has to work.

B: (*he, work*) Does he have to work tomorrow night too? If he doesn't, maybe we should postpone the dinner until then.

2. A: Why (*you, go*) \_\_\_\_\_ to the library later tonight?

B: (*I, find*) \_\_\_\_\_ some information for my research paper.

3. A: It's almost four-thirty. What time (*Sue, leave*) \_\_\_\_\_  
\_\_\_\_\_ for the airport?

B: Around five. (*she, be*) \_\_\_\_\_ at the airport at six-fifteen.

4. A: Why did you go to the bookstore after class yesterday?

B: (*I, buy*) \_\_\_\_\_ some colored pencils.

A: Oh? Why (*you, buy*) \_\_\_\_\_ colored pencils?

B: I need them for some drawings I plan to do for my art class.

5. A: (*I, go*) \_\_\_\_\_ to the store.

B: Why?

A: Because (*I, get*) \_\_\_\_\_ some rice and fresh fruit.

6. A: Kate didn't come to the movie with us last night.

B: Why?

A: Because (*she, study*) \_\_\_\_\_ for a test.

7. A: What time (*you, be*) \_\_\_\_\_ at the dentist's office?  
B: Three. I have a three o'clock appointment.
8. A: (*Tom, find*) \_\_\_\_\_ a new apartment?  
B: Yes, he does. His old apartment is too small.
9. A: (*Yoko, take, not*) \_\_\_\_\_ another English course. Her English is very good.  
B: (*you, take*) \_\_\_\_\_ another English course?  
A: Yes, I do. I need to study more English.
10. A: Was Steve at home yesterday evening?  
B: No. (*he, stay*) \_\_\_\_\_ late at the office.  
A: Why?  
B: (*he, finish*) \_\_\_\_\_ a report for his boss.

#### □ EXERCISE 10. Listening.



*Directions:* In spoken English, **have to** is often pronounced “hafta.” **Has to** is often pronounced “hasta.” Listen to each sentence and circle the correct verb.

1. (have to) has to
2. have to has to
3. have to has to
4. have to has to
5. have to has to
6. have to has to
7. have to has to
8. have to has to
9. have to has to
10. have to has to

## 13-1 USING MUST

<p>(a) People need food. People <b>have to eat</b> food.</p> <p>(b) People need food. People <b>must eat</b> food.</p>	<p>(a) and (b) have the same meaning: <i>must eat = have to eat.</i></p>
<p>(c) <i>I</i> <i>You</i> <i>She</i> <i>He</i> <i>It</i> <i>We</i> <i>They</i> } <b>must work.</b></p>	<p><b>Must</b> is followed by the simple form of a verb.</p> <p><i>INCORRECT: He must works.</i> <i>INCORRECT: He must to work.</i></p>
<p>(d) You <b>must not be</b> late for work if you want to keep your job.</p>	<p><b>must not</b> = Don't do this! You don't have a choice.</p>
<p>(e) You <b>don't have to go</b> to the movie with us if you don't want to.</p>	<p><b>don't have to</b> = It's not necessary; you have a choice.</p>
<p>Compare the following examples. Notice the difference between <b>must</b> and <b>should</b>.</p>	
<p style="text-align: center;"><b>MUST</b></p> <p>SOMETHING IS VERY IMPORTANT. SOMETHING IS NECESSARY. YOU DO NOT HAVE A CHOICE.</p> <p>(f) I <b>must study</b> tonight. I'm going to take a very important test tomorrow.</p> <p>(h) You <b>must take</b> an English course. You cannot graduate without it.</p> <p>(j) Johnny, this is your mother speaking. You <b>must eat</b> your vegetables. You can't leave the table until you eat your vegetables.</p>	<p style="text-align: center;"><b>SHOULD</b></p> <p>SOMETHING IS A GOOD IDEA, BUT YOU HAVE A CHOICE.</p> <p>(g) I <b>should study</b> tonight. I have some homework to do, but I'm tired. I'll study tomorrow morning. I'm going to go to bed now.</p> <p>(i) You <b>should take</b> an English course. It will help you.</p> <p>(k) Johnny, you <b>should eat</b> your vegetables. They're good for you. You'll grow up to be strong and healthy.</p>

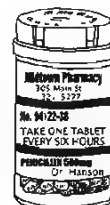
## □ EXERCISE 11. Sentence practice.

Directions: Complete the sentences. Use **must** and expressions in the list. There are more expressions than you will need.

<i>close the door behind you</i>	<i>pay an income tax</i>
<i>go to medical school</i>	<i>read English newspapers and magazines</i>
✓ <i>have a driver's license</i>	<i>speak English outside of class every day</i>
<i>have a library card</i>	<i>stop</i>
<i>have a passport</i>	<i>study harder</i>
<i>listen to English on the radio and TV</i>	<i>talk to myself in English</i>
<i>make new friends who speak English</i>	<i>take one tablet every six hours</i>

1. According to the law,\* a driver must have a driver's license.
2. If a traffic light is red, a car \_\_\_\_\_
3. If you want to check a book out of the library, you \_\_\_\_\_
4. Nancy has a job in Chicago. She earns a good salary. According to the law, she \_\_\_\_\_
5. I failed the last two tests in my biology class. According to my professor, I \_\_\_\_\_
6. I want to improve my English. According to my teacher, I \_\_\_\_\_
7. I want to travel abroad. According to the law, I \_\_\_\_\_
8. If you want to become a doctor, you \_\_\_\_\_
9. Jimmy! It's cold outside. When you come inside, you \_\_\_\_\_
10. John's doctor gave him a prescription. According to the directions on the bottle, John \_\_\_\_\_

\* According to the law = the law says.





## □ EXERCISE 12. Sentence practice.

*Directions:* Answer the questions.

1. When must you have a passport?
2. If you live in an apartment, what is one thing you must do and one thing you must not do?
3. Name one thing a driver must do and one thing a driver must not do.
4. If you are on an airplane, what is one thing you must do and one thing you must not do?
5. Name something you must have a ticket for. Name something you don't have to have a ticket for.

## □ EXERCISE 13. Sentence practice.

*Directions:* Circle the correct completions.

1. If you want to keep your job, you \_\_\_\_\_ be late for work.  
(A) must not      B. don't have to      C. doesn't have to
2. My office is close enough to my apartment for me to walk to work. I \_\_\_\_\_ take a bus. I take a bus only in bad weather.  
A. must not      B. don't have to      C. doesn't have to
3. Some schools require schoolchildren to wear uniforms to school, but my children's school doesn't require uniforms. My children \_\_\_\_\_ wear uniforms to school.  
A. must not      B. don't have to      C. doesn't have to
4. Jimmy, it is very important to be careful with matches.  
You \_\_\_\_\_ play with matches.  
A. must not  
B. don't have to  
C. doesn't have to
5. Jack is twenty-four, but he still lives with his parents. That saves him a lot of money. For example, he \_\_\_\_\_ pay rent or buy his own food.  
A. must not      B. don't have to      C. doesn't have to
6. The water in that river is badly polluted. You \_\_\_\_\_ drink it.  
A. must not      B. don't have to      C. doesn't have to
7. If you have a credit card, you \_\_\_\_\_ pay for something in cash. You can charge it.  
A. must not      B. don't have to      C. doesn't have to
8. When an airplane is taking off, you have to be in your seat with your seat belt on. You \_\_\_\_\_ stand up and walk around when an airplane is taking off.  
A. must not      B. don't have to      C. doesn't have to





#### □ EXERCISE 14. Let's talk: small groups.

*Directions:* Work in small groups. Make sentences about your English class. Use **should** / **have to** / **don't have to** with the given phrases. Share a few of your answers with the class.

*Example:* Students . . . study.

*Response:* Students have to study.

Students . . .

1. come to class.
2. sit quietly.
3. take attendance.
4. bring pencil and paper to class.
5. listen carefully.
6. speak English in class.
7. stand up when the teacher enters the room.
8. knock on the door before entering the room.
9. raise their hands when they want to talk.
10. do their homework.
11. memorize vocabulary.
12. bring an English–English dictionary to class.
13. write homework answers in their books.

#### □ EXERCISE 15. Listening.



*Directions:* Listen to each pair of sentences. One sentence uses **should**, and the other uses **must**. Decide which sentence you agree with. Write **a** or **b** in the blank. Discuss your answers as a class.

*Example:*

You will hear: a. People must obey traffic laws.  
b. People should obey traffic laws.

You will write:   a  

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

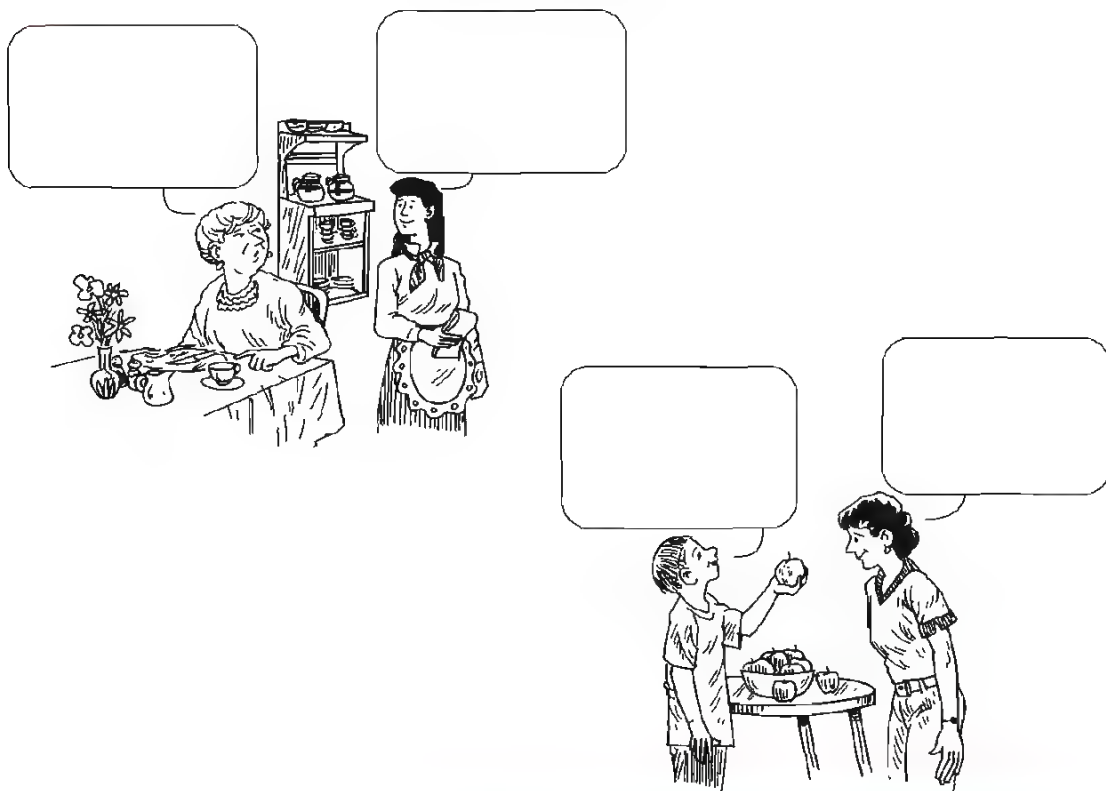
## 13-4 POLITE QUESTIONS: MAY I, COULD I, AND CAN I

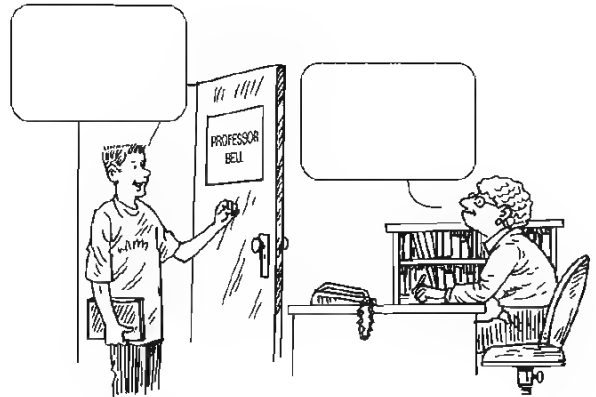
<p>(a) <b>May I borrow</b> your pen?</p> <p>(b) <b>Could I borrow</b> your pen?</p> <p>(c) <b>Can I borrow</b> your pen?</p>	<p>(a), (b), and (c) have the same meaning: I want to borrow your pen. I am asking politely to borrow your pen.</p>
<p>(d) <b>May I please</b> borrow your pen?</p> <p>(e) <b>Could I please</b> borrow your pen?</p> <p>(f) <b>Can I please</b> borrow your pen?</p>	<p><b>Please</b> is often used in polite questions.</p>
<p>TYPICAL RESPONSES</p> <p>(g) <b>Yes, of course.</b></p> <p>(h) <b>Of course.</b></p> <p>(i) <b>Certainly.</b></p> <p>(j) <b>Sure.</b> (informal)*</p> <p>(k) <b>No problem.</b> (informal)*</p>	<p>TYPICAL CONVERSATION</p> <p>A: <i>May I please borrow your pen?</i></p> <p>B: <b>Yes, of course.</b> <i>Here it is.</i></p> <p>A: <i>Thank you. / Thanks.</i></p>

\*Informal English is typically used between friends and family members.

### □ EXERCISE 16. Let's talk: pairwork.

**Directions:** Work with a partner. Look at the pictures. Make conversations. Use **May I**, **Can I**, or **Could I** and typical responses.





### □ EXERCISE 17. Let's talk: pairwork.

*Directions:* Work with a partner. Ask and answer polite questions using **May I**, **Can I**, or **Could I**.

*Example:* Your partner has a pencil. You want to borrow it.

PARTNER A: ( . . . ), may I (please) borrow your pencil?

PARTNER B: Certainly. Here it is.

PARTNER A: Thank you. Your turn now.

Partner A	Partner B
1. Your partner has a dictionary. You want to borrow it.	1. Your partner has a pen. You want to use it for a minute.
2. Your partner has an eraser. You want to use it for a minute.	2. Your partner has a pencil sharpener. You want to borrow it.
3. Your partner has a book. You want to see it.	3. Your partner has a dictionary. You want to see it.
4. You are at your partner's home. You want to use the phone.	4. You are at your partner's home. You want a glass of water.
5. You are at a restaurant. Your partner is a waiter/waitress. You want to have a cup of coffee.	5. You are at a restaurant. Your partner is a waiter/waitress. You want to have the check.

## 13-5 POLITE QUESTIONS: COULD YOU AND WOULD YOU

- (a) **Could you (please) open the door?**  
 (b) **Would you (please) open the door?**

(a) and (b) have the same meaning: I want you to open the door. I am asking you politely to open the door.

### TYPICAL RESPONSES

- (c) **Yes, of course.**  
 (d) **Certainly.**  
 (e) **I'd be glad to.**  
 (f) **I'd be happy to.**  
 (g) **Sure.** (informal)  
 (h) **No problem.** (informal)

### A TYPICAL CONVERSATION

- A: *Could you please open the door?*  
 B: **I'd be glad to.**  
 A: *Thank you. / Thanks.*

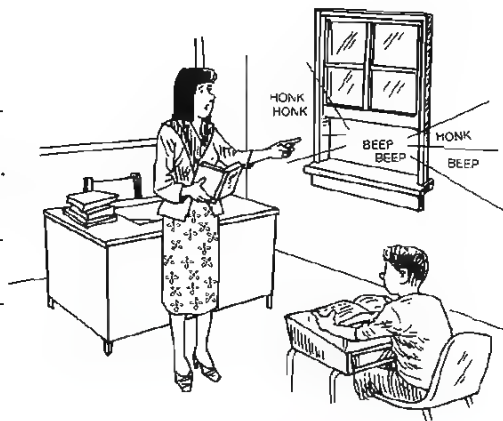
### □ EXERCISE 18. Let's talk: pairwork.

**Directions:** Work with a partner to complete the conversations. Use **Could you** or **Would you** and give typical responses. Then write them down and discuss them with the rest of the class.



1. A: Excuse me, sir. \_\_\_\_\_  
 B: \_\_\_\_\_  
 A: \_\_\_\_\_

2. A: \_\_\_\_\_  
 B: Excuse me? I didn't understand what you said.  
 A: \_\_\_\_\_  
 B: \_\_\_\_\_



### □ EXERCISE 19. Let's talk: pairwork.

*Directions:* Work with a partner. Make and answer requests. Use **Could you** or **Would you**.

*Example:* You want your partner to open the window.

PARTNER A: ( . . . ), could you (please) open the window?

PARTNER B: Certainly.

PARTNER A: Thank you. Your turn.

1. You want your partner to close the door.
2. You want your partner to turn on the light.
3. You want your partner to turn off the light.
4. You want your partner to pass you the salt and pepper.
5. You want your partner to hand you that book.
6. You want your partner to translate a word for you.
7. You want your partner to tell you the time.
8. You want your partner to open the window.
9. You want your partner to hold your books for a minute.
10. You want your partner to lend you (*an amount of money*).

### □ EXERCISE 20. Let's talk: pairwork.

*Directions:* Work with a partner. Ask and answer polite questions that might fit each situation. Share your conversations with the rest of the class.

*Example:* A professor's office: Partner A is a student. Partner B is the professor.

PARTNER A: (*knock, knock*) May I come in?

PARTNER B: Certainly. Come in. How are you today?

PARTNER A: Fine, thanks.

OR

PARTNER A: Hello, Professor Alvarez. Could I talk to you for a few minutes? I have some questions about the last assignment.

PARTNER B: Of course. Have a seat.

PARTNER A: Thank you.

1. A restaurant: Partner A is a customer. Partner B is a waitress/waiter.
2. A classroom: Partner A is a teacher. Partner B is a student.
3. A kitchen: Partner A is a visitor. Partner B is at home.
4. A clothing store: Partner A is a customer. Partner B is a salesperson.
5. An apartment: Partner A and B are roommates.
6. A car: Partner A is a passenger. Partner B is the driver.
7. An office: Partner A is a boss. Partner B is an employee.
8. A house: Partner B answers the phone. Partner A wants to talk to (*someone*).

## 13-6 IMPERATIVE SENTENCES

(a) " <b>Close the door</b> , Jimmy. It's cold outside." "Okay, Mom."	In (a): <b>Close the door</b> is an <i>imperative sentence</i> . The sentence means "Jimmy, I want you to close the door. I am telling you to close the door."
(b) <b>Sit</b> down. (c) <b>Be</b> careful!	An imperative sentence uses the simple form of a verb ( <i>close, sit, be, etc.</i> ).
(d) <b>Don't open</b> the window. (e) <b>Don't be</b> late.	NEGATIVE <b>don't</b> + the simple form of a verb
(f) ORDERS: <b>Stop</b> , thief! (g) DIRECTIONS: <b>Open</b> your books to page 24. (h) ADVICE: <b>Don't worry</b> . (i) REQUESTS: <b>Please close</b> the door.	Imperative sentences give orders, directions, and advice. With the addition of <b>please</b> , as in (i), imperative sentences are used to make polite requests.

### □ EXERCISE 21. Sentence practice.

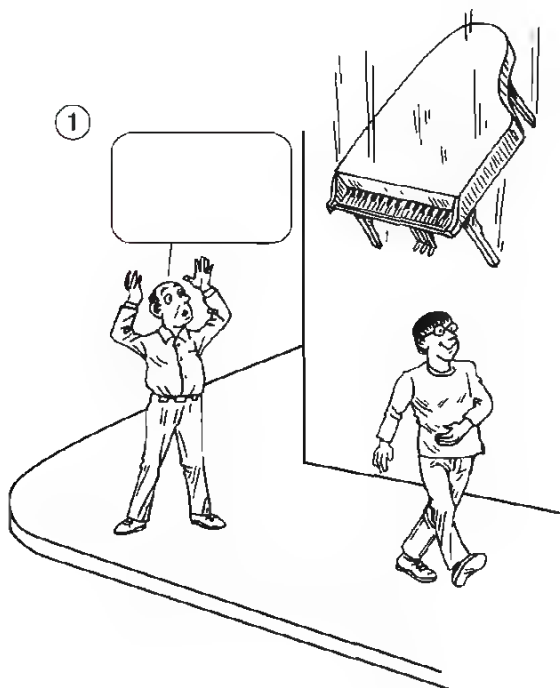
Directions: Underline the imperative verbs in the conversations.

- CINDY: We're leaving.  
 BETH: Wait for me!  
 CINDY: Hurry up! We'll be late.  
 BETH: Okay. Okay. I'm ready. Let's go.
- TOM: What's the matter?  
 JIM: I have the hiccups.  
 TOM: Hold your breath.  
 BOB: Drink some water.  
 JOE: Breathe into a paper bag.  
 KEN: Eat a piece of bread.  
 JIM: It's okay. The hiccups are gone.
- MARY: We need to leave soon.  
 IVAN: I'm ready.  
 MARY: Don't forget your house key.  
 IVAN: I have it.  
 MARY: Okay.

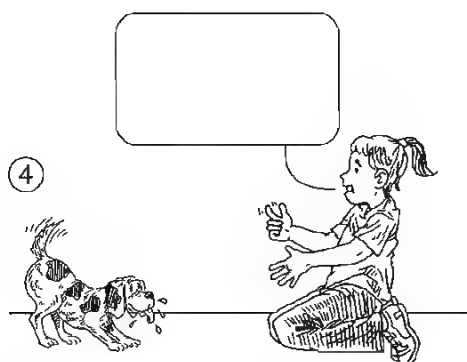
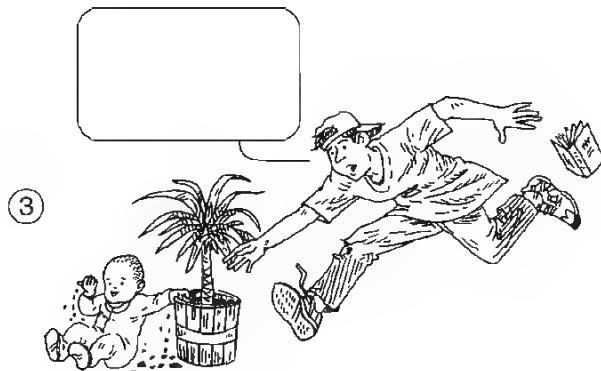
4. YUKO: How do I get to the post office from here?  
ERIC: Walk two blocks to 16th Avenue. Then turn right on Forest Street. Go two more blocks to Market Street and turn left. The post office is halfway down the street on the right-hand side.  
YUKO: Thanks.
5. ANDY: Bye, Mom. I'm going over to Billy's house.  
MOM: Wait a minute. Did you clean up your room?  
ANDY: I'll do it later.  
MOM: No. Do it now, before you leave.  
ANDY: Do I have to?  
MOM: Yes.  
ANDY: What do I have to do?  
MOM: Hang up your clothes. Make your bed. Put your books back on the shelf. Empty the wastepaper basket. Okay?  
ANDY: Okay.

☐ **EXERCISE 22. Sentence practice.**

*Directions:* Write an imperative sentence in each conversation balloon.







### □ EXERCISE 23. Let's talk: class activity.

*Directions:* Listen to your teacher's questions. Make some typical imperative sentences for these situations. Close your book for this activity.

*Example:*

TEACHER: Your friend ( . . . ) has a headache. What are some typical sentences for this situation?

SPEAKER A: Take an aspirin.

SPEAKER B: Lie down and close your eyes for a little while.

SPEAKER C: Put a cold cloth across your forehead.

SPEAKER D: Take a hot bath and relax.

Etc.

1. You are the teacher of this class. You are assigning homework for tomorrow. What are some typical imperative sentences for this situation?
2. Your friend ( . . . ) has the hiccups. What are some typical imperative sentences for this situation?
3. Your eight-year-old son/daughter is walking out the door to go to school. What are some typical imperative sentences for this situation?
4. ( . . . ) wants to improve his/her general health. Tell him/her what to do and what not to do.



5. ( . . . ) is going to cook rice for the first time this evening. Tell him/her how to cook rice.
6. ( . . . ) is going to visit your country for the first time next month. Tell him/her what to do and what to see as a tourist in your country.

## 13-7 MODAL AUXILIARIES

<p>(a) Anita <math>\left\{ \begin{array}{l} \text{can} \\ \text{could} \\ \text{may} \\ \text{might} \\ \text{must} \\ \text{should} \\ \text{will} \end{array} \right\}</math> go to class.</p>	<p>An auxiliary is a helping verb. It comes in front of the simple form of a main verb. The following helping verbs are called "modal auxiliaries": <b>can, could, may, might, must, should, will, would.</b></p>
<p>(b) Anita <math>\left\{ \begin{array}{l} \text{is able to} \\ \text{is going to} \\ \text{has to} \end{array} \right\}</math> go to class.</p>	<p>Expressions that are similar to modal auxiliaries are <b>be able to, be going to, have to.</b></p>

### □ EXERCISE 24. Review: verb forms.

*Directions:* Add **to** where necessary. If **to** is not necessary, write "X."

1. My sister can   X   play the guitar very well.
2. We have   to   pay our rent on the first of the month.
3. Could you please            open the window? Thanks.
4. I wasn't able            visit my friends yesterday because I was busy.
5. You shouldn't            drink twenty cups of coffee a day.
6. Will you            be at the meeting tomorrow?
7. Does everyone have            be at the meeting?
8. You must not            miss the meeting. It's important.
9. Jennifer might not            be there tomorrow.
10. May I            use your telephone?
11. We couldn't            go to the concert last night because we didn't have tickets.

12. Can you \_\_\_\_\_ play a musical instrument?
13. What time are you going \_\_\_\_\_ arrive?
14. It may \_\_\_\_\_ be too cold for us to go swimming tomorrow.

### 13-8 SUMMARY CHART: MODAL AUXILIARIES AND SIMILAR EXPRESSIONS

AUXILIARY*	MEANING	EXAMPLE
(a) <i>can</i>	ability	I <i>can</i> sing.
	polite question	<i>Can</i> you please help me?
(b) <i>could</i>	past ability	I <i>couldn't</i> go to class yesterday.
	polite question	<i>Could</i> you please help me?
(c) <i>may</i>	possibility	It <i>may</i> rain tomorrow.
	polite question	<i>May</i> I help you?
(d) <i>might</i>	possibility	It <i>might</i> rain tomorrow.
(e) <i>must</i>	necessity	You <i>must</i> have a passport.
(f) <i>should</i>	advisability	You <i>should</i> see a doctor.
(g) <i>will</i>	future happening	My sister <i>will</i> meet us at the airport.
(h) <i>would</i>	polite question	<i>Would</i> you please open the door?
(i) <i>be able to</i>	ability	I <i>wasn't able to</i> attend the meeting.
(j) <i>be going to</i>	future happening	*Tina <i>is going to</i> meet us at the airport.
(k) <i>have to/has to</i>	necessity	I <i>have to</i> study tonight.
(l) <i>had to</i>	past necessity	I <i>had to</i> study last night too.

\*See the following charts for more information: *can*, Chart 12-1, p. 354, and Chart 12-3, p. 357; *could*, Chart 12-5, p. 362; *may* and *might*, Chart 11-1, p. 325; *must*, Chart 13-3, p. 387; *should*, Chart 13-1, p. 379; *will*, Chart 10-6, p. 310, Chart 10-7, p. 312, and Chart 11-1, p. 325; *would*, Chart 13-5, p. 393; *be able to*, Chart 12-6, p. 365; *be going to*, Chart 10-1, p. 294; *have/has/had to*, Chart 13-2, p. 383.

## □ EXERCISE 25. Let's talk: small groups.

*Directions:* Work in small groups. Each person in the group should give a different response. Share a few of your answers with the class.

*Example:* Name something you *had to* do yesterday.

SPEAKER A: I had to go to class.

SPEAKER B: I had to go to the post office to buy some stamps.

SPEAKER C: I had to study for a test.

1. Name something you *can* do.
2. Name something you *couldn't* do yesterday.
3. Name something you *may* do tomorrow.
4. Name something you *might* do tomorrow.
5. Name something you *must* do this week.
6. Name something you *have to* do today.
7. Name something you *don't have to* do today.
8. Name something you *should* do this evening.
9. Name something you *will* do this evening.
10. Name something you *are going to* do this week.
11. Name something you *weren't able to* do when you were a child.
12. Name something you *had to* do when you were a child.
13. You want to borrow something from a classmate. Ask a polite question with *could*.
14. You want a classmate to do something for you. Ask a polite question with *would*.
15. A classmate has something that you want. Ask a polite question with *may*.
16. Name something that *may* happen in the world in the next ten years.
17. Name something that (probably) *won't* happen in the world in the next ten years.
18. Name some things that this school *should* do or *shouldn't* do to make the school a better place for students.

## □ EXERCISE 26. Sentence practice.

*Directions:* Circle the correct completions.

1. Tom \_\_\_\_ every day.  
    (A.) shaves                      B. is shaving                      C. has to shaves
2. \_\_\_\_ go to class every day?  
    A. Are you                      B. Do you have                      C. Do you
3. Yoko \_\_\_\_ to be here tomorrow.  
    A. will                              B. may                              C. is going
4. Jack \_\_\_\_ be in class yesterday.  
    A. didn't                              B. can't                              C. couldn't

5. Fatima \_\_\_\_ to her sister on the phone yesterday.  
A. spoke                      B. can speak                      C. speaks
6. I \_\_\_\_ my rent last month.  
A. might pay                      B. will pay                      C. paid
7. Shh. Ken \_\_\_\_ on the phone right now.  
A. talks                      B. can talk                      C. is talking
8. I want to go to a movie tonight, but I \_\_\_\_ home and study.  
A. should stay                      B. stayed                      C. stay
9. We \_\_\_\_ to the zoo tomorrow.  
A. will going                      B. might go                      C. will can go
10. I \_\_\_\_ in class right now.  
A. sit                      B. am sitting                      C. sitting

### ☐ EXERCISE 27. Listening.



*Directions:* Listen to each sentence. Circle the letter of the sentence that is closest in meaning.

1. a. It will snow.  
    **(b.)** It may snow.  
    c. It must snow.
2. a. He should work.  
    b. He must work.  
    c. He might work.
3. a. She can swim.  
    b. She may swim.  
    c. She will swim.
4. a. The teacher should correct papers.  
    b. The teacher had to correct papers.  
    c. The teacher wanted to correct papers.
5. a. You may study for the test.  
    b. You must study for the test.  
    c. You should study for the test.
6. a. We should go to a movie.  
    b. It's possible we will go to a movie.  
    c. We have to go to a movie.

7. a. We couldn't help.  
b. We didn't need to help.  
c. We weren't able to help.
8. a. I didn't want to go to school.  
b. I didn't have to go to school.  
c. I wasn't able to go to school.

### 13-9 USING LET'S

(a) Bob: What should we do tonight?

Ann: **Let's go to a movie.**

Bob: Okay.

(b) Sue: I'm tired.

Ted: I'm tired too. **Let's take a break.**

Sue: That's a good idea!

*Let's (do something) = I have a suggestion for you and me. (let's = let us)*

*In (a): Let's go to a movie. = I think we should go to a movie. Do you want to go to a movie?*

#### □ EXERCISE 28. Sentence practice.

*Directions:* Complete the conversations with **let's**. Use the words in the list or your own words.

*eat*

*get a cup of coffee*

*go dancing*

*go to Florida*

*go to a movie*

*go to a seafood restaurant*

*go to the zoo*

*✓leave at six-thirty*

*walk*

1. A: What time should we leave for the airport?

B: Let's leave at six-thirty.

A: Okay.

2. A: Where should we go for our vacation?

B: \_\_\_\_\_

A: That's a good idea.

3. A: Where do you want to go for dinner tonight?

B: \_\_\_\_\_

4. A: The weather is beautiful today. \_\_\_\_\_  
B: Okay. Great!
5. A: I'm bored. \_\_\_\_\_  
B: I can't. I have to study.
6. A: Should we take the bus downtown or walk downtown?  
B: It's a nice day. \_\_\_\_\_
7. A: Dinner's ready! The food's on the table!  
B: Great! \_\_\_\_\_. I'm starving!
8. A: Where should we go Saturday night?  
B: \_\_\_\_\_  
A: Wonderful idea!
9. A: We have an hour between classes. \_\_\_\_\_  
B: Okay. That sounds good.

#### □ EXERCISE 29. Let's talk: pairwork.

*Directions:* Work with a partner. Practice using **let's**.

Partner A: Read your sentence aloud. You can look at your book before you speak.

When you speak, look at your partner. Your book is open.

Partner B: Use **let's** in your response. Your book is closed.

Partner A: Respond to Partner B's suggestion.

*Example:* It's a beautiful day today. What should we do?

PARTNER A (*book open*): It's a beautiful day today. What should we do?

PARTNER B (*book closed*): Let's go to Woodland Park Zoo.

PARTNER A (*book open*): Great! What a good idea! Let's go!

1. What time should we go out to dinner tonight?
2. When should we go to (*name of a place*)?
3. What should we do this evening?
4. I want to do something fun tomorrow.

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn now.

5. What should we do tomorrow? It's a holiday, and we don't have to go to class.
6. I'm bored. Think of something we can do.

7. My plane leaves at six. What time should we leave for the airport?
8. It's (*name of a classmate*)'s birthday tomorrow. Should we do something special for him/her?

**□ EXERCISE 30. Review: Chapters 12 and 13.**

*Directions:* Correct the errors.

1. Would you please to help me?
2. I will can go to the meeting tomorrow.
3. My brother wasn't able calling me last night.
4. Ken should writes us a letter.
5. I have to went to the store yesterday.
6. Susie! You must not to play with matches!
7. May you please hand me that book?
8. Ann couldn't answered my question.
9. Shelley can't goes to the concert tomorrow.
10. Let's going to a movie tonight.
11. Don't to interrupt. It's not polite.
12. Can you to stand on your head?
13. I saw a beautiful dress at a store yesterday, but I couldn't bought it.
14. Closing the door please. Thank you.
15. May I please to borrow your dictionary? Thank you.





# CHAPTER 14

## Nouns and Modifiers

### □ EXERCISE 1. Noun and adjective practice.

*Directions:* How are the given words usually used? Circle NOUN or ADJ (adjective). Then use each word in a sentence.

- |               |        |       |   |                                 |
|---------------|--------|-------|---|---------------------------------|
| 1. busy       | NOUN   | (ADJ) | → | <i>I'm very busy right now.</i> |
| 2. computer   | (NOUN) | ADJ   | → | <i>Computers are machines.</i>  |
| 3. tall       | NOUN   | ADJ   |   |                                 |
| 4. apartment  | NOUN   | ADJ   |   |                                 |
| 5. Tom        | NOUN   | ADJ   |   |                                 |
| 6. hand       | NOUN   | ADJ   |   |                                 |
| 7. good       | NOUN   | ADJ   |   |                                 |
| 8. monkey     | NOUN   | ADJ   |   |                                 |
| 9. young      | NOUN   | ADJ   |   |                                 |
| 10. music     | NOUN   | ADJ   |   |                                 |
| 11. expensive | NOUN   | ADJ   |   |                                 |
| 12. grammar   | NOUN   | ADJ   |   |                                 |

### 14-1 MODIFYING NOUNS WITH ADJECTIVES AND NOUNS

<p>ADJECTIVE + NOUN</p> <p>(a) I bought an <b>expensive</b> book.</p>	<p>Adjectives can modify nouns, as in (a). See Chart 6-2, p. 161, for a list of common adjectives.</p>
<p>NOUN + NOUN</p> <p>(b) I bought a <b>grammar</b> book.</p>	<p>Nouns can modify other nouns. In (b): <i>grammar</i> is a noun that is used as an adjective to modify another noun (<i>book</i>).</p>
<p>NOUN + NOUN</p> <p>(c) He works at a <b>shoe</b> store. <i>INCORRECT: He works at a shoes store.</i></p>	<p>A noun that is used as an adjective is always in its singular form. In (c): the store sells shoes, but it is called a <i>shoe</i> (singular form) store.</p>
<p>ADJECTIVE + NOUN + NOUN</p> <p>(d) I bought an <b>expensive grammar</b> book. <i>INCORRECT: I bought a grammar expensive book.</i></p>	<p>Both an adjective and a noun can modify a noun; the adjective comes first, the noun second.</p>



## □ EXERCISE 2. Sentence practice.

*Directions:* Underline the adjectives and identify the nouns they modify.

1. I drank some hot tea.
2. My grandmother is a wise woman.
3. English is not my native language.
4. The busy waitress poured coffee into the empty cup.
5. A young man carried the heavy suitcase for Fumiko.
6. I sat in an uncomfortable chair at the restaurant.
7. There is international news on the front page of the newspaper.
8. My uncle is a wonderful man.

## □ EXERCISE 3. Sentence practice.

*Directions:* Underline the nouns used as adjectives and identify the nouns they modify.

1. We sat at the kitchen table.
2. I bought some new CDs at the music store.
3. We met Jack at the train station.
4. Vegetable soup is nutritious.
5. The movie theater is next to the furniture store.
6. The waiter handed us a lunch menu.
7. The traffic light was red, so we stopped.
8. Ms. Bell gave me her business card.

## □ EXERCISE 4. Listening.



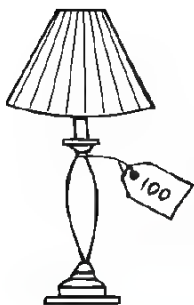
*Directions:* Listen to the sentences. Decide if the given word is used as a noun or adjective. Circle your choice.

- |              |      |     |             |      |     |
|--------------|------|-----|-------------|------|-----|
| 1. kitchen   | NOUN | ADJ | 6. car      | NOUN | ADJ |
| 2. kitchen   | NOUN | ADJ | 7. car      | NOUN | ADJ |
| 3. apartment | NOUN | ADJ | 8. chicken  | NOUN | ADJ |
| 4. apartment | NOUN | ADJ | 9. chicken  | NOUN | ADJ |
| 5. music     | NOUN | ADJ | 10. grammar | NOUN | ADJ |

## □ EXERCISE 5. Sentence practice.

*Directions:* Complete the sentences. Use the information in the first part of the sentence. Use a noun that modifies another noun in the completion.

1. Vases that are used for flowers are called flower vases.
2. A cup that is used for coffee is called a coffee cup.
3. A story that appears in a newspaper is called \_\_\_\_\_
4. Rooms in hotels are called \_\_\_\_\_
5. A worker in an office is called \_\_\_\_\_
6. A tag that gives the price of something is called \_\_\_\_\_
7. A room that contains computers is called \_\_\_\_\_
8. Seats on airplanes are called \_\_\_\_\_
9. A bench that is found in a park is called \_\_\_\_\_
10. Soup that is made of beans is called \_\_\_\_\_



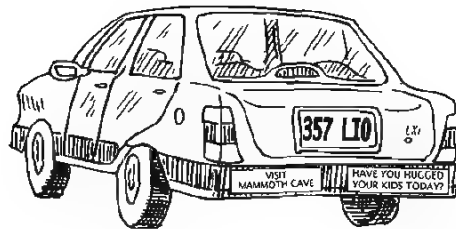
## □ EXERCISE 6. Let's talk: small groups.

*Directions:* Work in small groups. Which noun in the list can be used with all three of the nouns used as modifiers? For example, in the first sentence below, the completion can be *a university education*, *a high school education*, and *a college education*.

<i>class</i>	<i>official</i>	<i>soup</i>
✓ <i>education</i>	<i>program</i>	<i>store</i>
<i>keys</i>	<i>race</i>	<i>tickets</i>
<i>number</i>	<i>room</i>	<i>trip</i>

1. Jane has a  $\left\{ \begin{array}{l} \text{university} \\ \text{high school} \\ \text{college} \end{array} \right\}$  education.
2. We went to a  $\left\{ \begin{array}{l} \text{furniture} \\ \text{shoe} \\ \text{clothing} \end{array} \right\}$  \_\_\_\_\_
3. I took a  $\left\{ \begin{array}{l} \text{history} \\ \text{math} \\ \text{science} \end{array} \right\}$  \_\_\_\_\_

4. We watched a  $\left\{ \begin{array}{l} \text{horse} \\ \text{car} \\ \text{foot} \end{array} \right\}$  \_\_\_\_\_
5. I talked to a  $\left\{ \begin{array}{l} \text{government} \\ \text{city} \\ \text{school} \end{array} \right\}$  \_\_\_\_\_
6. Mom made some  $\left\{ \begin{array}{l} \text{vegetable} \\ \text{bean} \\ \text{chicken} \end{array} \right\}$  \_\_\_\_\_
7. He told me about a  $\left\{ \begin{array}{l} \text{radio} \\ \text{television} \\ \text{computer} \end{array} \right\}$  \_\_\_\_\_
8. We took a/an  $\left\{ \begin{array}{l} \text{boat} \\ \text{bus} \\ \text{airplane} \end{array} \right\}$  \_\_\_\_\_
9. I couldn't find my  $\left\{ \begin{array}{l} \text{car} \\ \text{house} \\ \text{door} \end{array} \right\}$  \_\_\_\_\_
10. We bought some  $\left\{ \begin{array}{l} \text{theater} \\ \text{concert} \\ \text{airplane} \end{array} \right\}$  \_\_\_\_\_
11. We visited Sue in her  $\left\{ \begin{array}{l} \text{hospital} \\ \text{hotel} \\ \text{dormitory} \end{array} \right\}$  \_\_\_\_\_
12. What is your  $\left\{ \begin{array}{l} \text{telephone} \\ \text{apartment} \\ \text{license plate} \end{array} \right\}$  \_\_\_\_\_



□ **EXERCISE 7. Sentence practice.**

*Directions:* Each item lists two nouns and one adjective. Write them in the correct order.

1. *homework*    The teacher gave us a long homework assignment.  
*long*  
*assignment*
2. *program*    I watched a \_\_\_\_\_  
*good*  
*television*
3. *road*    We drove on a \_\_\_\_\_  
*mountain*  
*dangerous*
4. *automobile*    Janet was in a \_\_\_\_\_  
*bad*  
*accident*
5. *article*    I read an \_\_\_\_\_  
*magazine*  
*interesting*
6. *delicious*    Mrs. Green made some \_\_\_\_\_  
*vegetable*  
*soup*
7. *card*    My sister gave me a \_\_\_\_\_  
*funny*  
*birthday*
8. *narrow*    People don't like to sit in \_\_\_\_\_  
*seats*  
*airplane*



## 14-2 WORD ORDER OF ADJECTIVES

(a) a <b>large red</b> car  INCORRECT: a red large car	In (a): two adjectives ( <i>large</i> and <i>red</i> ) modify a noun ( <i>car</i> ). Adjectives follow a particular order. In (a): an adjective describing <b>size</b> ( <i>large</i> ) comes before <b>color</b> ( <i>red</i> ).				
(b) a <b>beautiful young</b> woman (c) a <b>beautiful red</b> car (d) a <b>beautiful Greek</b> island	The adjective <i>beautiful</i> expresses an opinion. Opinion adjectives usually come before all other adjectives. In (b): opinion precedes age. In (c): opinion precedes color. In (d): opinion precedes nationality.				
(e) OPINION ADJECTIVES <i>dangerous</i> <i>favorite</i> <i>important</i> <i>difficult</i> <i>good</i> <i>interesting</i> <i>dirty</i> <i>happy</i> <i>strong</i> <i>expensive</i> <i>honest</i> <i>wonderful</i>	There are many opinion adjectives. The words in (e) are examples of common opinion adjectives.				
<b>USUAL WORD ORDER OF ADJECTIVES</b>					
(1) <b>OPINION</b> <i>beautiful</i> <i>delicious</i> <i>kind</i>	(2) <b>SIZE</b> <i>large</i> <i>tall</i> <i>little</i>	(3) <b>AGE</b> <i>young</i> <i>old</i> <i>middle-aged</i>	(4) <b>COLOR</b> <i>red</i> <i>blue</i> <i>black</i>	(5) <b>NATIONALITY*</b> <i>Greek</i> <i>Chinese</i> <i>Mexican</i>	(6) <b>MATERIAL</b> <i>metal</i> <i>glass</i> <i>plastic</i>
(f) some <b>delicious Mexican</b> food (g) a <b>small glass</b> vase (h) a <b>kind old Chinese</b> man	A noun is usually modified by only one or two adjectives, although sometimes there are three.				
(i) RARE <i>a beautiful small old brown Greek metal coin</i>	It is very rare to find a long list of adjectives in front of a noun.				

\*NOTE: Adjectives that describe nationality are capitalized: **K**orean, **V**enezuelan, **S**audi **A**rabian, etc.

□ **EXERCISE 8.** Adjective practice.

**Directions:** Put the *italicized* words in the correct order.

1. *glass* a tall glass vase  
*tall*
2. *delicious* some \_\_\_\_\_ food  
*Thai*
3. *red* some \_\_\_\_\_ tomatoes  
*small*

4. *old* some \_\_\_\_\_ cows  
*big*  
*brown*
5. *narrow* a \_\_\_\_\_ road  
*dirt*
6. *young* a \_\_\_\_\_ woman  
*serious*
7. *long* \_\_\_\_\_ hair  
*black*  
*beautiful*
8. *Chinese* a/an \_\_\_\_\_ work of art  
*famous*  
*old*
9. *leather* a \_\_\_\_\_ belt  
*brown*  
*thin*
10. *wonderful* a/an \_\_\_\_\_ story  
*old*  
*Native American*

### □ EXERCISE 9. Sentence practice.

*Directions:* Complete the sentences with words from the list.

<i>Asian</i>	✓ <i>cotton</i>	<i>polite</i>
<i>brick</i>	<i>important</i>	<i>soft</i>
<i>Canadian</i>	<i>leather</i>	<i>unhappy</i>
<i>coffee</i>		

1. Jack is wearing a white cotton shirt.
2. Hong Kong is an important \_\_\_\_\_ city.
3. I'm wearing some comfortable old \_\_\_\_\_ shoes.
4. Tommy was a/an \_\_\_\_\_ little boy when he broke his favorite toy.
5. Ann has a/an \_\_\_\_\_ wool blanket on her bed.
6. Our dorm is a tall red \_\_\_\_\_ building.

7. The computer is a/an \_\_\_\_\_ modern invention.
8. My nephew has good manners. He is always a/an \_\_\_\_\_ young man, especially to his elders.
9. Jack always carries a large blue \_\_\_\_\_ cup with him.
10. Ice hockey is a popular \_\_\_\_\_ sport.



#### ☐ EXERCISE 10. Sentence practice.

*Directions:* Add adjectives or nouns used as adjectives to complete the sentences. Share some of your answers with the class.

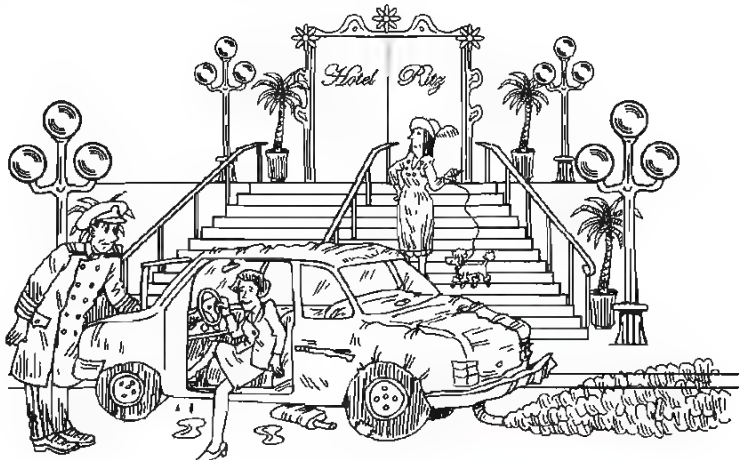
1. We had some hot \_\_\_\_\_ food.
2. My dog, Rover, is a/an \_\_\_\_\_ old dog.
3. We bought a blue \_\_\_\_\_ blanket.
4. Alice has \_\_\_\_\_ gold earrings.
5. Tom has short \_\_\_\_\_ hair.
6. Mr. Lee is a/an \_\_\_\_\_ young man.
7. Jack lives in a large \_\_\_\_\_ brick house.
8. I bought a big \_\_\_\_\_ suitcase.
9. Sally picked a/an \_\_\_\_\_ red flower.
10. Ali wore an old \_\_\_\_\_ shirt to the picnic.

□ **EXERCISE 11. Sentence practice.**

*Directions:* Many, but not all, of the sentences contain mistakes in the word order of modifiers. Correct the mistakes. Make changes in the use of **a** and **an** as necessary.

*an old wood*

1. Ms. Lane has ~~a wood-old~~ desk in her office.
2. She put the flowers in a blue glass vase. (*no change*)
3. The Great Wall is a Chinese landmark famous.
4. Ken is a man young honest.
5. I read a newspaper article interesting this morning.
6. Spiro gave me a wonderful small black Greek box as a birthday present.
7. Alice reached down and put her hand in the mountain cold stream.
8. Pizza is my favorite food Italian.
9. There was a beautiful flower arrangement on the kitchen table.
10. Jack usually wears brown old comfortable shoes leather.
11. Gnats are black tiny insects.
12. I used a box brown cardboard to mail a gift to my sister.
13. Tony has a noisy electric fan in his bedroom window.
14. James is a middle-aged  
handsome man with  
brown short hair.
15. When Jane was on her  
last business trip, she  
had a cheap rental car,  
but she stayed in a room  
expensive hotel.





## □ EXERCISE 12. Let's talk: pairwork.

*Directions:* Work with a partner. Practice modifying nouns.

Partner A: Say the words in each item. Don't let your intonation drop because Student B is going to finish the phrase. Your book is open.

Partner B: Complete Student A's phrase with a noun. Your book is closed. Respond as quickly as you can with the first noun that comes to mind.

Share a few of your answers with the class.

*Example:* a dark . . .

PARTNER A (*book open*): a dark

PARTNER B (*book closed*): night (room, building, day, cloud, etc.)

*Example:* some ripe . . .

PARTNER A (*book open*): some ripe

PARTNER B (*book closed*): soup

PARTNER A (*book open*): Some ripe soup? I don't think we use "ripe" with "soup."

PARTNER B (*book closed*): Okay. How about "some ripe fruit" OR "some ripe bananas"?

PARTNER A (*book open*): That's good. Some ripe fruit or some ripe bananas.

- |                                  |                            |
|----------------------------------|----------------------------|
| 1. a kitchen . . .               | 11. a birthday . . .       |
| 2. a busy . . .                  | 12. a computer . . .       |
| 3. a public . . .                | 13. a baby . . .           |
| 4. a true . . .                  | 14. a soft . . .           |
| 5. some expensive . . .          | 15. an easy . . .          |
| 6. an interesting old . . .      | 16. a government . . .     |
| 7. an airplane . . .             | 17. some hot . . .         |
| 8. a dangerous . . .             | 18. a flower . . .         |
| 9. a beautiful Korean . . .      | 19. a bright . . .         |
| 10. some delicious Mexican . . . | 20. some small round . . . |

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn now.

- |                            |                                      |
|----------------------------|--------------------------------------|
| 21. a telephone . . .      | 31. some great old . . .             |
| 22. a fast . . .           | 32. a television . . .               |
| 23. some comfortable . . . | 33. a very deep . . .                |
| 24. a foreign . . .        | 34. an office . . .                  |
| 25. a famous Italian . . . | 35. a gray wool . . .                |
| 26. a bus . . .            | 36. an afternoon . . .               |
| 27. a history . . .        | 37. an empty . . .                   |
| 28. a rubber bicycle . . . | 38. a wonderful South American . . . |
| 29. a hospital . . .       | 39. a bedroom . . .                  |
| 30. a movie . . .          | 40. a science . . .                  |

### □ EXERCISE 13. Listening.



*Directions:* Listen to each sentence. Circle the best completion(s). There may be more than one answer.

*Example:* We watched an interesting TV . . . . store (movie) (show)

- |           |           |         |
|-----------|-----------|---------|
| 1. card   | cake      | party   |
| 2. friend | bus       | keys    |
| 3. jeans  | shoes     | flowers |
| 4. test   | classroom | eraser  |
| 5. room   | games     | desk    |
| 6. mail   | article   | story   |

### 14-3 EXPRESSIONS OF QUANTITY: ALL OF, MOST OF, SOME OF, ALMOST ALL OF

- (a) Rita ate **all of** the food on her plate.  
 (b) Mike ate **most of** his food.  
 (c) Susie ate **some of** her food.

**All of, most of, and some of** express quantities.  
*all of* = 100%  
*most of* = a large part, but not all  
*some of* = a small or medium part

- (d) Matt ate **almost all of** his food.  
 INCORRECT: Matt ate *almost of* his food.

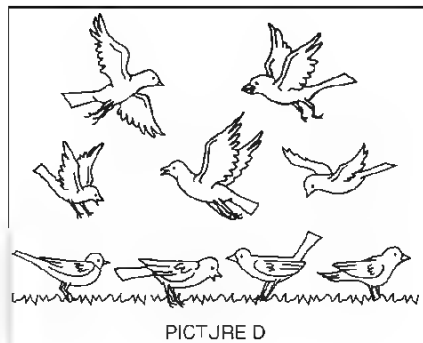
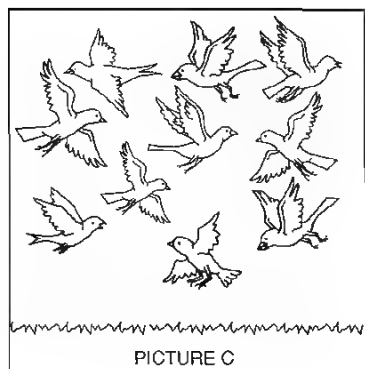
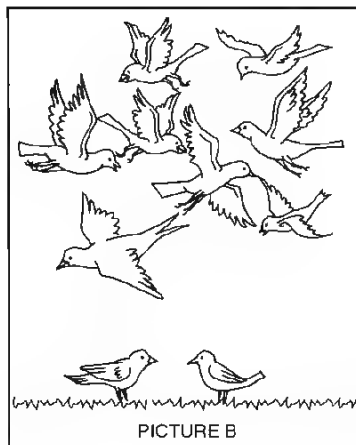
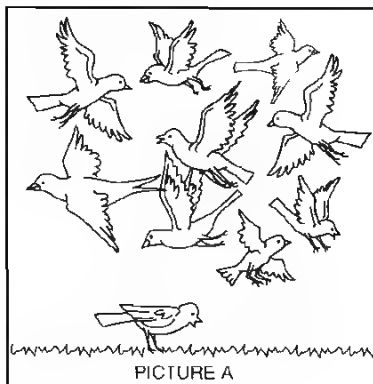
*all of* = 100%  
*almost all of* = 95%–99%  
**Almost** is used with **all**; **all** cannot be omitted.



□ **EXERCISE 14. Sentence practice.**

*Directions:* Complete the sentences with (*almost*) *all of*, *most of*, or *some of*.

1. 2, 4, 6, 8:     All of     these numbers are even.
2. 1, 3, 5, 7:                      these numbers are odd.
3. 1, 3, 4, 6, 7, 9:                      these numbers are odd.
4. 1, 3, 4, 6, 7, 8:                      these numbers are odd.
5. 1, 3, 4, 5, 7, 9:                      these numbers are odd.
6.                      the birds in Picture A are flying.
7.                      the birds in Picture B are flying.
8.                      the birds in Picture C are flying.
9.                      the birds in Picture D are flying.



10. \_\_\_\_\_ the students in this class have dark hair.
11. \_\_\_\_\_ the students in this class are using pens rather than pencils to do this exercise.
12. \_\_\_\_\_ the students in this class wear glasses.
13. \_\_\_\_\_ the students in this class can speak English.

#### 14-4 EXPRESSIONS OF QUANTITY: SUBJECT-VERB AGREEMENT

- (a) *All of my **work** **is** finished.*  
 (b) *All of my **friends** **are** kind.*  
 (c) *Some of my **homework** **is** finished.*  
 (d) *Some of my **friends** **are** coming to my birthday party.*

In (a): *all of* + **singular** noun + **singular** verb.  
 In (b): *all of* + **plural** noun + **plural** verb.  
 In (c): *some of* + **singular** noun + **singular** verb.  
 In (d): *some of* + **plural** noun + **plural** verb.

When a subject includes an expression of quantity, the verb agrees with the noun that immediately follows *of*.

##### COMMON EXPRESSIONS OF QUANTITY

*all of*

*a lot of*

*most of*

*almost all of*

*half of*

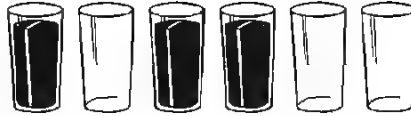
*some of*

#### ☐ EXERCISE 15. Sentence practice.

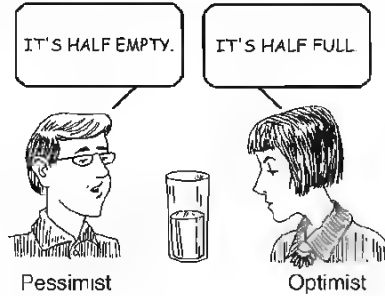
*Directions:* Choose the correct completions.

1. All of that money is mine.  
(is / are)
2. All of the windows are open.  
(is / are)
3. We saw one movie. Some of the movie was interesting.  
(was / were)
4. We saw five movies. Some of the movies were interesting.  
(was / were)
5. A lot of those words are new to me.  
(is / are)
6. A lot of that vocabulary is new to me.  
(is / are)

7. Half of the glasses \_\_\_\_\_ (is / are) empty, and half of the glasses \_\_\_\_\_ (is / are) full.



8. Half of the glass \_\_\_\_\_ (is / are) empty.



9. Almost all of the air in the city \_\_\_\_\_ (is / are) polluted.

10. Almost all of the oceans in the world \_\_\_\_\_ (is / are) polluted.

11. Most of the students \_\_\_\_\_ (arrives / arrive) on time.

12. Most of our mail \_\_\_\_\_ (arrives / arrive) in the morning.

## □ EXERCISE 16. Listening.



*Directions:* Listen to each sentence. Circle the percentage that means the same as the quantity you hear.

*Example:* Half of the class was late. 100% 50% 10%

- |         |      |     |
|---------|------|-----|
| 1. 100% | 80%  | 10% |
| 2. 100% | 30%  | 0%  |
| 3. 80%  | 50%  | 25% |
| 4. 90%  | 100% | 10% |
| 5. 10%  | 20%  | 70% |
| 6. 25%  | 50%  | 85% |

## 14-5 EXPRESSIONS OF QUANTITY: ONE OF NONE OF

<p>ONE OF + PLURAL NOUN</p> <p>(a) Sam is <b>one of</b> my <b>friends</b>.</p> <p>INCORRECT: Sam is <i>one of my friend</i>.</p>	<p><b>One of</b> is followed by a specific <b>plural noun</b>, as in (a).</p> <p>It is <b>INCORRECT</b> to follow <b>one of</b> with a singular noun.</p>
<p>ONE OF + PL. NOUN + SING. VERB</p> <p>(b) <b>One of</b> my <b>friends</b> <b>is</b> here.</p> <p>INCORRECT: <i>One of my friends are here.</i></p>	<p>When <b>one of</b> + a <b>plural noun</b> is the subject of a sentence, it is followed by a <b>singular verb</b>, as in (b):</p> <p>ONE OF + PLURAL NOUN + SINGULAR VERB.</p>
<p>(c) <b>None of</b> the students <b>was</b> late.</p> <p>(d) <b>None of</b> the students <b>were</b> late.</p>	<p>In (d): Not one of the students was late.</p> <p><b>none of = not one of</b></p> <p>The verb following <b>none of</b> + a <b>plural noun</b> can be singular, as in (c), or plural, as in (d). Both are correct.*</p>

\* In very formal English, a singular verb is used after **none of** + a **plural noun**: *None of the students was late.* In everyday English, both singular and plural verbs are used.

### □ EXERCISE 17. Sentence practice.

Directions: Make sentences from the given words and phrases.

1. one of my \ teacher \ be \ (*name of a teacher*)

One of my teachers is Ms. Lopez.

2. (*name of a student*) \ be \ one of my \ classmate

\_\_\_\_\_

3. one of my \ book \ be \ red

\_\_\_\_\_

4. one of my \ book \ have \ a green cover

\_\_\_\_\_

5. (*name of a place*) \ be \ one of my favorite \ place \ in the world

\_\_\_\_\_

6. one of the \ student \ in my class \ always come \ late

\_\_\_\_\_

7. (*name of a person*) \ be \ one of my best \ friend

\_\_\_\_\_

8. one of my \ friend \ live \ in *(name of a place)*

9. *(title of a TV program)* \ be \ one of the best \ program \ on TV

10. *(name of a person)* \ be \ one of the most famous \ people\* \ in the world

11. one of my biggest \ problem \ be \ my inability to understand spoken English

12. *(name of a newspaper)* \ be \ one of the \ leading newspaper \ in *(name of a city)*

13. none of the \ student \ in my class \ speak \ *(name of a language)*

14. none of the \ furniture \ in this room \ be \ soft and comfortable

#### ☐ EXERCISE 18. Let's talk.

*Directions:* Work alone to complete the sentences with your own words. Then take turns sharing your sentences with a small group or with the class.

1. One of my favorite \_\_\_\_\_ is \_\_\_\_\_.

2. \_\_\_\_\_ is one of the most interesting \_\_\_\_\_ in the world.

3. One of the \_\_\_\_\_ in my \_\_\_\_\_ is \_\_\_\_\_.

4. \_\_\_\_\_ is one of my best \_\_\_\_\_.

5. One of \_\_\_\_\_.

6. None of \_\_\_\_\_.

\* *People* is a plural noun even though it does not have a final -s.

□ **EXERCISE 19. Sentence practice.**

*Directions:* Choose the correct verbs.

1. My grammar book is  
(is / are) red.
2. Some of my books \_\_\_\_\_  
(is / are) on my desk.
3. One of my books \_\_\_\_\_  
(is / are) blue and green.
4. My favorite colors \_\_\_\_\_  
(is / are) red and yellow.
5. Sue's favorite color \_\_\_\_\_  
(is / are) green.
6. One of my favorite colors \_\_\_\_\_  
(is / are) red.
7. Some of the students in my class \_\_\_\_\_  
(has / have) lap-top computers.
8. One of the students in Pablo's class \_\_\_\_\_  
(has / have) a mustache.
9. My best friends \_\_\_\_\_  
(lives / live) in Brazil.
10. One of my best friends \_\_\_\_\_  
(lives / live) in Australia.
11. None of these letters \_\_\_\_\_  
(is / are) for you.
12. None of this mail \_\_\_\_\_  
(is / are) for you.



□ **EXERCISE 20. Sentence practice.**

*Directions:* Complete the sentences with **is** or **are**.

1. Some of the children's toys are broken.
2. Most of my classmates \_\_\_\_\_ always on time for class.
3. One of my classmates \_\_\_\_\_ always late.



4. All of my friends \_\_\_\_\_ kind people.
5. One of my friends \_\_\_\_\_ Sam Brown.
6. Most of the rivers in the world \_\_\_\_\_ polluted.
7. Some of the Pacific Ocean \_\_\_\_\_ badly polluted.
8. Most of this page \_\_\_\_\_ white.
9. Most of the pages in this book \_\_\_\_\_ full of grammar exercises.
10. One of the pages in this book \_\_\_\_\_ the title page.

### □ EXERCISE 21. Listening.



*Directions:* Complete the sentences with the words you hear.

1. \_\_\_\_\_ is hard.
2. \_\_\_\_\_ is missing.
3. \_\_\_\_\_ are here yet.
4. \_\_\_\_\_ were late.
5. \_\_\_\_\_ is absent.
6. \_\_\_\_\_ was vegetarian.
7. \_\_\_\_\_ were helpful.
8. \_\_\_\_\_ was scary.

### □ EXERCISE 22. Listening review.



*Directions:* Look at the pictures as you listen to each sentence. Circle the correct answer.

*Example:* None of the people are mad.      yes    **no**



1. yes    no

3. yes    no

5. yes    no

7. yes    no

2. yes    no

4. yes    no

6. yes    no

8. yes    no

□ **EXERCISE 23. Let's talk: class activity.**

**Directions:** Your teacher will ask you questions. Answer them using complete sentences. Use any expression of quantity (*all of, most of, some of, a lot of, one of, three of, etc.*). Close your book for this activity.

**Examples:**

TEACHER: How many of the people in this room are wearing shoes?

STUDENT: All of the people in this room are wearing shoes.

TEACHER: How many of us are wearing blue jeans?

STUDENT: Some of us are wearing blue jeans.

1. How many people in this room have (short) hair?
2. How many of the students in this class have red grammar books?
3. How many of us are sitting down?
4. How many of your classmates are from (*name of a country*)?
5. How many of the people in this room can speak (English)?
6. How many of the women in this room are wearing earrings? How many of the men?
7. What is one of your favorite TV programs?
8. How many of the people in this city are friendly?
9. Who is one of the most famous people in the world?
10. How many of the married women in your country work outside the home?

## 14-6 INDEFINITE PRONOUNS: NOTHING AND NO ONE

(a) I **didn't say anything**.

(b) I **said nothing**.

INCORRECT: I **didn't say nothing**.

(a) and (b) have the same meaning.

*Anything* is used when the verb is negative.

*Nothing* is used when the verb is affirmative.

(c) Bob **didn't see anyone** at the park.

(d) Bob **saw no one** at the park.

INCORRECT: Bob **didn't see no one at the park**.

(c) and (d) have the same meaning.

*Anyone* is used when the verb is negative.

*No one* is used when the verb is affirmative.

□ **EXERCISE 24. Sentence practice.**

**Directions:** Complete the sentences. Use **anything, nothing, anyone, or no one**.

1. Jim doesn't know \_\_\_\_\_ about butterflies.
2. Jim knows \_\_\_\_\_ about butterflies.
3. Jean didn't tell \_\_\_\_\_ about her problem.

4. Jean told \_\_\_\_\_ about her problem.
5. There's \_\_\_\_\_ in my pocket. It's empty.
6. There isn't \_\_\_\_\_ in my pocket.
7. Liz went to a shoe store, but she didn't buy \_\_\_\_\_.
8. Liz bought \_\_\_\_\_ at the shoe store.
9. I got \_\_\_\_\_ in the mail today. My mailbox was empty.
10. George sat quietly in the corner. He didn't speak to \_\_\_\_\_.
11. The office is closed from 12:00 to 1:00. \_\_\_\_\_ is there during the lunch hour.
12. I know \_\_\_\_\_ about nuclear physics.
13. \_\_\_\_\_ was at home last night. Both my roommate and I were out.
14. Joan has a new apartment. She doesn't know \_\_\_\_\_ in her apartment building yet.
15. A: Do you know \_\_\_\_\_ about Iowa?  
B: Iowa? I know \_\_\_\_\_ about Iowa.  
A: It's an agricultural state that is located between the Mississippi and Missouri rivers.

## 14.1 INDEFINITE PRONOUNS: SOMETHING, SOMEONE, ANYTHING, ANYONE

STATEMENT	(a) Mary bought <b>something</b> at the store. (b) Jim talked to <b>someone</b> after class.	In a statement, use <i>something</i> or <i>someone</i> .
NEGATIVE	(c) Mary didn't buy <b>anything</b> at the store. (d) Jim didn't talk to <b>anyone</b> after class.	In a negative sentence, use <i>anything</i> or <i>anyone</i> .
QUESTION	(e) Did Mary buy <b>something</b> at the store? Did Mary buy <b>anything</b> at the store? (f) Did Jim talk to <b>someone</b> after class? Did Jim talk to <b>anyone</b> after class?	In a question, use either <i>something/someone</i> or <i>anything/anyone</i> .

## □ EXERCISE 25. Sentence practice.

*Directions:* Complete the sentences. Use **something**, **someone**, **anything**, or **anyone**.\*

1. I have something in my pocket.
2. Do you have \_\_\_\_\_ in your pocket?
3. Ken doesn't have \_\_\_\_\_ in his pocket.
4. I bought \_\_\_\_\_ when I went shopping yesterday.
5. Rosa didn't buy \_\_\_\_\_ when she went shopping.
6. Did you buy \_\_\_\_\_ when you went shopping?
7. My roommate is speaking to \_\_\_\_\_ on the phone.
8. Yuko didn't tell \_\_\_\_\_ her secret.
9. I talked to \_\_\_\_\_ at the phone company about my bill.
10. Did you talk to \_\_\_\_\_ about your problem?
11. Kim gave me \_\_\_\_\_ for my birthday.
12. Paul didn't give me \_\_\_\_\_ for my birthday.
13. Did Paul give you \_\_\_\_\_ for your birthday?
14. My brother is sitting at his desk. He's writing an e-mail to \_\_\_\_\_.
15. The hall is empty. I don't see \_\_\_\_\_.
16. A: Listen. Do you hear a noise?  
B: No, I don't. I don't hear \_\_\_\_\_.
17. A: Did you talk to Jim on the phone last night?  
B: No. I didn't talk to \_\_\_\_\_.
18. A: Where's your bicycle?  
B: \_\_\_\_\_ stole it.

---

\* *Someone* and *somebody* have the same meaning. *Anyone* and *anybody* have the same meaning

19. A: Does \_\_\_\_\_ have some change? I need to use the pay phone.

B: Here.

A: Thanks. I'll pay you back later.

20. A: What did you do last weekend?

B: I didn't do \_\_\_\_\_, I stayed home.

## 14-8 USING EVERY

<p>(a) <b>Every student</b> has a book.          (b) <i>All of the students</i> have books.</p> <p><i>INCORRECT: Every of the students has a book.</i>  <i>INCORRECT: Every students have books.</i></p>	<p>(a) and (b) have essentially the same meaning.          In (a): <b>every</b> + <b>singular noun</b> + <b>singular verb</b>.</p> <p><b>Every</b> is not immediately followed by <b>of</b>.  <b>Every</b> is immediately followed by a <b>singular noun</b>, NOT a plural noun.</p>
<p>(c) <b>Everyone</b> has a book.          (d) <b>Everybody</b> has a book.</p>	<p>(c) and (d) have the same meaning.  <b>Everyone</b> and <b>everybody</b> are followed by a <b>singular verb</b>.</p>
<p>(e) I looked at <b>everything</b> in the museum.          (f) <b>Everything</b> is okay.</p>	<p>In (e): <b>everything</b> = each thing          In (f): <b>Everything</b> is followed by a <b>singular verb</b>.</p>

### □ EXERCISE 26. Sentence practice.

Directions: Choose the correct completions.

- All of the books on this desk are mine.  
(book / books) (is / are)
- Every \_\_\_\_\_ on this desk \_\_\_\_\_ mine.  
(book / books) (is / are)
- All of the \_\_\_\_\_ here today.  
(student / students) (is / are)
- Every \_\_\_\_\_ here today.  
(student / students) (is / are)

5. Every \_\_\_\_\_ at my college \_\_\_\_\_ tests regularly.  
(teacher / teachers) (gives / give)
6. All of the \_\_\_\_\_ at my college \_\_\_\_\_ a lot of tests.  
(teacher / teachers) (gives / give)
7. Every \_\_\_\_\_ in my country \_\_\_\_\_ bedtime stories.  
(child / children) (likes / like)
8. All of the \_\_\_\_\_ in my country \_\_\_\_\_ that story.  
(child / children) (knows / know)
9. All of the \_\_\_\_\_ in this class \_\_\_\_\_ studying English.  
(person / people) (is / are)
10. Everyone in this class \_\_\_\_\_ to learn English.  
(wants / want)
11. \_\_\_\_\_ all of the \_\_\_\_\_ in this class speak English well?  
(Does / Do) (student / students)
12. \_\_\_\_\_ every \_\_\_\_\_ in the world like to listen to music?  
(Does / Do) (person / people)
13. \_\_\_\_\_ all of the \_\_\_\_\_ in the world enjoy dancing?  
(Does / Do) (person / people)
14. \_\_\_\_\_ everybody in the world have enough to eat?  
(Does / Do)
15. Every \_\_\_\_\_ in Sweden \_\_\_\_\_ a good transportation system.  
(city / cities) (has / have)
16. One of the \_\_\_\_\_ in my class \_\_\_\_\_ from Iceland.  
(student / students) (is / are)

**EXERCISE 27. Review: error analysis.**

*Directions:* Correct the errors.

1. I work hard every days.
2. I live in an apartment with one of my friend.
3. We saw a pretty flowers garden in the park.
4. Almost of the students are in class today.

5. Every people in my class are studying English.
6. All of the cities big in North America has traffic problems.
7. One of my cars are dark green.
8. Nadia drives a blue small car.
9. Istanbul is one of my favorite city in the world.
10. Every of students in the class have a grammar book.
11. The work will take a long time. We can't finish every things today.
12. Everybody in the world want peace.

## 14-9 LINKING VERBS + ADJECTIVES

<p style="text-align: center;"><i>BE</i> + ADJECTIVE</p> <p>(a) The flowers <b>were</b> <i>beautiful</i>.</p>	<p>Adjectives can follow <i>be</i>, as in (a). The adjective describes the subject of the sentence. See Chart 1-6, p. 12.</p>
<p style="text-align: center;">LINKING VERB + ADJECTIVE</p> <p>(b) The flowers <b>looked</b> <i>beautiful</i>.</p> <p>(c) The flowers <b>smelled</b> <i>good</i>.</p> <p>(d) I <b>feel</b> <i>good</i>.</p> <p>(e) Candy <b>tastes</b> <i>sweet</i>.</p> <p>(f) That book <b>sounds</b> <i>interesting</i>.</p>	<p>Adjectives can follow a few other verbs. These verbs are called “linking verbs.” The adjective describes the subject of the sentence.</p> <p>Common linking verbs are <i>look, smell, feel, taste, and sound</i>.</p>

### □ EXERCISE 28. Let's talk: pairwork.

*Directions:* Work with a partner to practice using linking verbs. Take turns completing the sentences.

**PART 1.** Describe how you feel today. Begin your sentence with *I feel . . .*

- |             |            |
|-------------|------------|
| 1. good     | 7. lazy    |
| 2. fine     | 8. nervous |
| 3. terrible | 9. happy   |
| 4. terrific | 10. calm   |
| 5. sleepy   | 11. sick   |
| 6. tired    | 12. old    |

**PART II.** Name things that . . . .

- |                     |                     |
|---------------------|---------------------|
| 13. taste good      | 17. taste sour      |
| 14. taste terrible  | 18. smell good      |
| 15. taste delicious | 19. smell bad       |
| 16. taste sweet     | 20. smell wonderful |

**PART III.** Name something in this room that looks . . . .

- |           |                 |
|-----------|-----------------|
| 21. clean | 25. expensive   |
| 22. dirty | 26. comfortable |
| 23. new   | 27. messy       |
| 24. old   | 28. familiar    |

**□ EXERCISE 29. Let's talk.**

**Directions:** Work in groups or as a class. Take turns showing and describing emotions.

**Speaker A:** Choose one of the emotions listed below. Show that emotion through the expression on your face and through your actions. Don't tell anyone which emotion you're trying to show.

**Speaker B:** Describe how Speaker A looks. Use the linking verb **look** and an adjective.

- |                 |                |
|-----------------|----------------|
| 1. angry        | 5. busy        |
| 2. sad/unhappy  | 6. comfortable |
| 3. happy        | 7. surprised   |
| 4. tired/sleepy | 8. nervous     |

**□ EXERCISE 30. Sentence practice.**

**Directions:** Use any possible completions for these sentences. Use the words in the list or your own words.

<i>easy</i>	<i>good / terrific / wonderful / great</i>	<i>interesting</i>
<i>hard / difficult</i>	<i>terrible / awful</i>	<i>tired / sleepy</i>

1. Rosa told me about a new book. I want to read it. It sounds

interesting / good / terrific.

2. Karen learned how to make paper flowers. She told me how to do it. It sounds

\_\_\_\_\_.

3. There's a new play at the community theater. I read a review of it in the newspaper. I'd like to see it. It sounds \_\_\_\_\_.



4. Professor Wilson is going to lecture on the problems of overpopulation tomorrow evening. I think I'll go. It sounds \_\_\_\_\_.
5. Chris explained how to fix a flat tire. I think I can do it. It sounds \_\_\_\_\_.
6. Shelley didn't finish her dinner because it didn't taste \_\_\_\_\_.
7. What's for dinner? Something smells \_\_\_\_\_. Ummm!  
What is it?
8. Amy didn't get any sleep last night because she studied all night for a test. Today she looks \_\_\_\_\_.
9. Ymmmm! This dessert tastes \_\_\_\_\_. What is it?
10. A: What's the matter? Do you feel okay?  
B: No. I feel \_\_\_\_\_. I think I'm getting a cold.
11. A: Do you like my new dress, darling?  
B: You look \_\_\_\_\_, honey.
12. A: Pyew!\* Something smells \_\_\_\_\_! Do you smell it too?  
B: I sure do. It's the garbage in the alley.

### □ EXERCISE 31. Let's talk.

*Directions:* Work in pairs or small groups. In a given time limit (e.g., fifteen seconds, thirty seconds, a minute), think of as many adjectives or nouns used as adjectives as you can that describe the given nouns. Make a list.

*Example:* car

*Response:* big, little, fast, slow, comfortable, small, large, old, new, used, noisy, quiet, foreign, electric, antique, police, etc.

- |            |            |
|------------|------------|
| 1. weather | 5. country |
| 2. animal  | 6. person  |
| 3. food    | 7. river   |
| 4. movie   | 8. student |

---

\* *Pyew* is sometimes said "p.u." Both *Pyew* and *p.u.* mean that something smells very bad.

## 14-10 ADJECTIVES AND ADVERBS

	ADJECTIVE	ADVERB	
(a) Ann is a <b>careful</b> driver. (adjective)	<b>careful</b>	<b>carefully</b>	An <i>adjective</i> describes a noun. In (a): <b>careful</b> describes <b>driver</b> .
(b) Ann drives <b>carefully</b> . (adverb)	<b>slow</b> <b>quick</b> <b>easy</b>	<b>slowly</b> <b>quickly</b> <b>easily</b>	An <i>adverb</i> describes the action of a verb. In (b): <b>carefully</b> describes <b>drives</b> . Most adverbs are formed by adding <b>-ly</b> to an adjective.
(c) John is a <b>fast</b> driver. (adjective)	<b>fast</b>	<b>fast</b>	The adjective form and the adverb form are the same for <i>fast, hard, early, late</i> .
(d) John drives <b>fast</b> . (adverb)	<b>hard</b> <b>early</b> <b>late</b>	<b>hard</b> <b>early</b> <b>late</b>	
(e) Linda is a <b>good</b> writer. (adjective)	<b>good</b>	<b>well</b>	<b>Well</b> is the adverb form of <b>good</b> .*
(f) Linda writes <b>well</b> . (adverb)			

\* *Well* can also be used as an adjective to mean "not sick." *Paul was sick last week, but now he's well.*

### □ EXERCISE 32. Sentence practice.

*Directions:* Complete the sentences with the adjective or adverb in *italics*.

- quiet, quietly* My hometown is small and quiet.
- quiet, quietly* Mr. Wilson whispered. He spoke quietly.
- clear, clearly* Anna pronounces every word \_\_\_\_\_.
- clear, clearly* We like to go boating in \_\_\_\_\_ weather.
- careless, carelessly* Boris makes a lot of mistakes when he writes. He's a \_\_\_\_\_ writer.
- careless, carelessly* Boris writes \_\_\_\_\_.
- easy, easily* The teacher asked an \_\_\_\_\_ question.
- easy, easily* I answered the teacher's question \_\_\_\_\_.

9. *good, well*

David is kind, generous, and thoughtful. He is a \_\_\_\_\_ person.

10. *good, well*

Jake has poor eyesight. He can't see \_\_\_\_\_ without his glasses.



□ **EXERCISE 33. Sentence practice.**

*Directions:* Complete the sentences with the correct form (adjective or adverb) of the words in *italics*.

1. *careful* Do you drive \_\_\_\_\_?
2. *correct* Carmen gave the \_\_\_\_\_ answer to the question.
3. *correct* She answered the question \_\_\_\_\_.
4. *fast* Mike is a \_\_\_\_\_ reader.
5. *quick* Mike reads \_\_\_\_\_.
6. *fast* Mike reads \_\_\_\_\_.
7. *neat* Barbara has \_\_\_\_\_ handwriting. It is easy to read what she writes.
8. *neat* Barbara writes \_\_\_\_\_.
9. *hard* I study \_\_\_\_\_.
10. *hard* The students took a \_\_\_\_\_ test.
11. *honest* Roberto answered the question \_\_\_\_\_.
12. *slow* Karen and Fumiko walked through the park \_\_\_\_\_.
13. *quick* We were in a hurry, so we ate lunch \_\_\_\_\_.

14. *careless* I made some \_\_\_\_\_ mistakes in my last composition.
15. *early* Last night we had dinner \_\_\_\_\_ because we had to leave for the theater at 6:00.
16. *early* We had an \_\_\_\_\_ dinner last night.
17. *loud* I speak \_\_\_\_\_ when I talk to my grandfather because he has trouble hearing.
18. *slow, clear* Kim speaks English \_\_\_\_\_ and \_\_\_\_\_.

#### □ EXERCISE 34. Sentence practice.

*Directions:* Complete the sentences with the correct form (adjective or adverb) of the words in *italics*.

1. *good* Did you sleep \_\_\_\_\_ last night?
2. *fast* Anita is a \_\_\_\_\_ learner.
3. *quick* She learns everything \_\_\_\_\_.
4. *fast* Ahmed walks too \_\_\_\_\_. I can't keep up with him.
5. *soft* Please speak \_\_\_\_\_. The children are asleep.
6. *hard* It rained \_\_\_\_\_ yesterday.
7. *late* I paid my telephone bill \_\_\_\_\_.
8. *easy* Ron lifted the heavy box \_\_\_\_\_. He's very strong.
9. *quiet* Olga entered the classroom \_\_\_\_\_ because she was late for class.
10. *beautiful* The flowers look \_\_\_\_\_.
11. *good* We had a \_\_\_\_\_ time at the party last night.
12. *good* Your science project looks \_\_\_\_\_.
13. *fluent* Nadia speaks French \_\_\_\_\_.

□ **EXERCISE 35. Review.**

*Directions:* Choose the correct completions.

1. The teacher gave a test paper to every \_\_\_\_\_ in the class.  
(A) student                      B. students                      C. of student                      D. of students
2. Rosa is a \_\_\_\_\_ woman.  
A. beautiful Mexican young                      C. Mexican beautiful young  
B. beautiful young Mexican                      D. young beautiful Mexican
3. \_\_\_\_\_ the students in our class have dark hair.  
A. All most of                      C. Almost  
B. Almost of                      D. Almost all of
4. I had some \_\_\_\_\_ soup for lunch.  
A. vegetable good                      C. vegetables good  
B. good vegetables                      D. good vegetable
5. Jack introduced me to one \_\_\_\_\_.  
A. friends                      B. of his friend                      C. of his friends                      D. his friends
6. The flowers \_\_\_\_\_.  
A. looked beautiful                      C. beautiful look  
B. looked beautifully                      D. beautifully look
7. \_\_\_\_\_ have jobs after school.  
A. A lot of students                      C. A lots of students  
B. A lot students                      D. A lot student
8. I didn't talk to \_\_\_\_\_.  
A. something                      B. anyone                      C. nothing                      D. no one

□ **EXERCISE 36. Chapter review: error analysis.**

*Directions:* Correct the errors.

1. Everybody want to be happily.
2. One of the building on Main Street is the post office.
3. I didn't see nobody at the mall.
4. At the library, you need to do your work quiet.
5. I walk in the park every days.

6. Mr. Jones teaches English very good.
7. The answer looks clearly. Thank you for explaining it.
8. Every grammar test have a lot of difficult questions.

#### □ EXERCISE 37. Review: small groups.

*Directions:* Play this game in small groups. Think of a noun. Describe this noun to your group by giving clues, but don't mention the noun. The group will guess the noun you're thinking of.

*Example:*

SPEAKER A: I'm thinking of a kind of plant. It's small and colorful. It smells good.

GROUP 1: A flower!

SPEAKER B: I'm thinking of a person. She has short black hair. She's wearing a blue sweater and a black skirt today.

GROUP 1: That's too easy! Yoko!

SPEAKER C: I'm thinking of a very big cat. It's a wild animal.

GROUP 1: A lion!

SPEAKER C: No. It's orange and black. It lives in Asia. It has stripes.

GROUP 1: A tiger!

#### □ EXERCISE 38. Review.

*Directions:* Bring to class an object from your country. In a small group, describe your object and tell your classmates about it. What is it? How is it used? Why is it special? Answer questions from the group.

When all of the groups finish discussing the objects, all of the objects should be placed in the center of the room.

Speaker A: Choose one of the objects. Ask questions about it. Find out who it belongs to and what it is. (The owner of the object should NOT speak. People from the owner's group will give Student A the necessary information.)

Speaker B: Choose another one of the objects and ask questions.  
Etc.

After all of the objects have been discussed and placed in the middle of the room, choose five of them to write about. Write a short paragraph on each object. What is it? What does it look like? Whose is it? What's it for? Why is it special? Why is it interesting to you? Etc.



# CHAPTER 15

## Possessives

### 15-1 POSSESSIVE NOUNS

<p>(a) My <i>friend</i> has a car. My <b><i>friend's</i></b> car is blue.</p> <p>(b) The <i>student</i> has a book. The <b><i>student's</i></b> book is red.</p>	<p>SINGULAR NOUN</p> <p><b><i>friend</i></b></p> <p><b><i>student</i></b></p>	<p>POSSESSIVE FORM</p> <p><b><i>friend's</i></b></p> <p><b><i>student's</i></b></p>	<p>To show that a person possesses something, add an apostrophe (') and <b>-s</b> to a singular noun.</p> <p>POSSESSIVE NOUN, SINGULAR: <i>noun + apostrophe (') + -s</i></p>
<p>(c) The <i>students</i> have books. The <b><i>students'</i></b> books are red.</p> <p>(d) My <i>friends</i> have a car. My <b><i>friends'</i></b> car is blue.</p>	<p>PLURAL NOUN</p> <p><b><i>students</i></b></p> <p><b><i>friends</i></b></p>	<p>POSSESSIVE FORM</p> <p><b><i>students'</i></b></p> <p><b><i>friends'</i></b></p>	<p>Add an apostrophe (') at the end of a plural noun (after the <b>-s</b>).</p> <p>POSSESSIVE NOUN, PLURAL: <i>noun + -s + apostrophe (')</i></p>

#### □ EXERCISE 1. Punctuation practice.

Directions: Add apostrophes to the possessive nouns.

*Jim's*

1. ~~Jim's~~ last name is Smith.
2. Bobs cat likes to sleep on the sofa.
3. My teachers names are Ms. Rice and Mr. Molina.
4. My mothers first name is Marika.
5. My parents telephone number is 555-9876.
6. My Uncle George is my fathers brother.

7. Nicole is a girls name.
8. Erica and Heidi are girls names.
9. Do you like Toms shirt?
10. Do you know Anitas brother?
11. Alexs friends visited him last night.



12. The teacher collected the students test papers at the end of the class.
13. How long is an elephants trunk?
14. A monkeys hand looks like a human hand.
15. Monkeys hands have thumbs.

## ☐ EXERCISE 2. Sentence practice.

*Directions:* Complete the sentences. Use your classmates' names.

1. \_\_\_\_\_ hair is short and straight.
2. \_\_\_\_\_ grammar book is on her desk.
3. \_\_\_\_\_ last name is \_\_\_\_\_.
4. I don't know \_\_\_\_\_ address.
5. \_\_\_\_\_ eyes are brown.
6. \_\_\_\_\_ shirt is blue.
7. \_\_\_\_\_ briefcase is on the floor.
8. I need to borrow \_\_\_\_\_ dictionary.



### □ EXERCISE 3. Let's talk: small groups.

*Directions:* Work in small groups. Take turns making sentences about things that belong to students in your group. Write down five of them.

*Example:*

SPEAKER A: Kim's dictionary is on his desk.

SPEAKER B: Anna's purse is brown.

SPEAKER C: Pablo's shirt is green.

Etc.

### □ EXERCISE 4. Listening.



*Directions:* Listen to each sentence and circle the word you hear.

- |            |           |
|------------|-----------|
| 1. Bob     | Bob's     |
| 2. Bob     | Bob's     |
| 3. teacher | teacher's |
| 4. teacher | teacher's |
| 5. friend  | friend's  |
| 6. friend  | friend's  |
| 7. manager | manager's |
| 8. cousin  | cousin's  |

### □ EXERCISE 5. Sentence practice.

*Directions:* Complete the sentences.

1. My husband's brother is my brother-in-law.
2. My father's \_\_\_\_\_ is my uncle.
3. My mother's \_\_\_\_\_ is my grandmother.
4. My sister's \_\_\_\_\_ are my nieces and nephews.
5. My aunt's \_\_\_\_\_ is my mother.
6. My wife's \_\_\_\_\_ is my mother-in-law.
7. My brother's \_\_\_\_\_ is my sister-in-law.
8. My father's \_\_\_\_\_ and \_\_\_\_\_ are my grandparents.
9. My niece is my brother's \_\_\_\_\_.
10. My nephew is my sister's \_\_\_\_\_.

## □ EXERCISE 6. Sentence practice.

Directions: Choose the correct completions.

1. The \_\_\_\_\_ work hard.  
(A) students      B. student's      C. students'
2. My \_\_\_\_\_ name is Honey.  
A. cats      B. cat's      C. cats'
3. My \_\_\_\_\_ are traveling in Spain.  
A. cousins      B. cousin's      C. cousins'
4. My \_\_\_\_\_ meeting them in two weeks.  
A. uncle      B. uncle's      C. uncles'
5. Two of my \_\_\_\_\_ live near me.  
A. friends      B. friend's      C. friends'
6. My \_\_\_\_\_ names are Mark and Kevin.  
A. friend      B. friend's      C. friends'
7. My best \_\_\_\_\_ name is Rob.  
A. friends      B. friend's      C. friends'
8. The three \_\_\_\_\_ coats are in the closet.  
A. boys      B. boy's      C. boys'
9. The \_\_\_\_\_ riding his bike.  
A. boys      B. boy's      C. boys'
10. We have three \_\_\_\_\_ and one girl in my family.  
A. boys      B. boy's      C. boys'

## 15-2 POSSESSIVE IRREGULAR PLURAL NOUNS

- (a) The **children's** toys are on the floor.
- (b) That store sells **men's** clothing.
- (c) That store sells **women's** clothing.
- (d) I like to know about other **people's** lives.

Irregular plural nouns (*children, men, women, people*) have an irregular plural possessive form. The apostrophe (') comes before the final **-s**.

REGULAR PLURAL POSSESSIVE NOUN:

*the **students'** books*

IRREGULAR PLURAL POSSESSIVE NOUN:

*the **women's** books*

□ **EXERCISE 7. Sentence practice.**

*Directions:* Complete the sentences with the possessive form of the nouns in *italics*. These books belong to . . .

1. *Mary*                      They're Mary's books.
2. *my friend*                They're \_\_\_\_\_ books.
3. *my friends*                They're \_\_\_\_\_ books.
4. *the child*                  They're \_\_\_\_\_ books.
5. *the children*                They're \_\_\_\_\_ books.
6. *the woman*                They're \_\_\_\_\_ books.
7. *the women*                They're \_\_\_\_\_ books.

□ **EXERCISE 8. Sentence practice.**

*Directions:* Complete the sentences with the possessive form of the nouns in *italics*.

1. *children*                  That store sells children's books.
2. *girl*                        Rita is a \_\_\_\_\_ name.
3. *girls*                        Rita and Sue are \_\_\_\_\_ names.
4. *women*                    Rita and Sue are \_\_\_\_\_ names.
5. *uncle*                      Roberto is living at his \_\_\_\_\_ house.
6. *person*                    A biography is the story of a \_\_\_\_\_ life.
7. *people*                    Biographies are the stories of \_\_\_\_\_ lives.
8. *students*                  \_\_\_\_\_ lives are busy.
9. *brother*                    Do you know my \_\_\_\_\_ wife?
10. *brothers*                Do you know my \_\_\_\_\_ wives?
11. *wife*                      Ron fixed his \_\_\_\_\_  
old sewing machine.



12. *dog* My \_\_\_\_\_ name is Fido.
13. *dogs* My \_\_\_\_\_ names are Fido and Rover.
14. *men* Are Jim and Tom \_\_\_\_\_ names?
15. *man, woman* Chris can be a \_\_\_\_\_ nickname or a  
\_\_\_\_\_ nickname.
16. *children* Our \_\_\_\_\_ school is near our house.

### □ EXERCISE 9. Punctuation practice.

*Directions:* Add apostrophes and final **-s** as necessary to make possessive nouns.

*Paul's*

1. Someone stole ~~Paul~~ bicycle.
2. Do you know Yuko roommate?
3. I can't remember all of my classmate names.
4. My roommate desk is always a mess.
5. What is your parent new address?
6. It's important to respect other people opinions.
7. My husband sister is visiting us this week.
8. Excuse me. Where is the men room?
9. That store sells children toys.
10. I have my father nose.\*
11. Where is Rosa apartment?
12. Does that store sell women clothes?



\* *I have my father's nose* = *My nose looks like my father's nose; I inherited the shape of my nose from my father.*

## 15-1 POSSESSIVE PRONOUNS: MINE, YOURS, HIS, HERS, OURS, THEIRS

<p>(a) This book belongs to me. It is <b>my</b> book. It is <b>mine</b>.</p> <p>(b) That book belongs to you. It is <b>your</b> book. It is <b>yours</b>.</p> <p>(c) That book is <b>mine</b>. <i>INCORRECT: That is mine book.</i></p>	POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUN	<p>A <i>possessive adjective</i> is used in front of a noun: <b>my</b> book.</p> <p>A <i>possessive pronoun</i> is used alone, without a noun following it, as in (c).</p>
	<b>my</b> <b>your</b> <b>her</b> <b>his</b> <b>our</b> <b>their</b>	<b>mine</b> <b>yours</b> <b>hers</b> <b>his</b> <b>ours</b> <b>theirs</b>	

### □ EXERCISE 10. Sentence practice.

*Directions:* Complete the sentences. Use object pronouns, possessive adjectives, and possessive pronouns.

1. **I** own this book.

This book belongs to me.

This is my book.

This book is mine.

4. **She** owns this pen.

This pen belongs to \_\_\_\_\_.

This is \_\_\_\_\_ pen.

This pen is \_\_\_\_\_.

2. **They** own these books.

These books belong to \_\_\_\_\_.

These are \_\_\_\_\_ books.

These books are \_\_\_\_\_.

5. **He** owns that pen.

That pen belongs to \_\_\_\_\_.

That is \_\_\_\_\_ pen.

That pen is \_\_\_\_\_.

3. **You** own that book.

That book belongs to \_\_\_\_\_.

That is \_\_\_\_\_ book.

That book is \_\_\_\_\_.

6. **We** own those books.

Those books belong to \_\_\_\_\_.

Those are \_\_\_\_\_ books.

Those books are \_\_\_\_\_.

□ EXERCISE 11. Sentence practice.

*Directions:* Complete the sentences. Use the correct possessive form of the words in *italics*.

1. *I* a. This bookbag is mine.
- Sue* b. That bookbag is Sue's.
- I* c. My bookbag is red.
- she* d. Hers is green.
  
2. *we* a. These books are \_\_\_\_\_.
- they* b. Those books are \_\_\_\_\_.
- we* c. \_\_\_\_\_ books are on the table.
- they* d. \_\_\_\_\_ are on the desk.
  
3. *Tom* a. This raincoat is \_\_\_\_\_.
- Mary* b. That raincoat is \_\_\_\_\_.
- he* c. \_\_\_\_\_ is light brown.
- she* d. \_\_\_\_\_ is light blue.
  
4. *I* a. This notebook is \_\_\_\_\_.
- you* b. That one is \_\_\_\_\_.
- I* c. \_\_\_\_\_ has \_\_\_\_\_ name on it.
- you* d. \_\_\_\_\_ has \_\_\_\_\_ name on it.
  
5. *Jim* a. \_\_\_\_\_ apartment is on Pine Street.
- we* b. \_\_\_\_\_ is on Main Street.
- he* c. \_\_\_\_\_ apartment has three rooms.
- we* d. \_\_\_\_\_ has four rooms.

6. *I* a. This is \_\_\_\_\_ pen.  
*you* b. That one is \_\_\_\_\_.  
*I* c. \_\_\_\_\_ is in \_\_\_\_\_ pocket.  
*you* d. \_\_\_\_\_ is on \_\_\_\_\_ desk.
7. *we* a. \_\_\_\_\_ car is a Chevrolet.  
*they* b. \_\_\_\_\_ is a Volkswagen.  
*we* c. \_\_\_\_\_ gets 17 miles to the gallon.  
*they* d. \_\_\_\_\_ car gets 30 miles to the gallon.
8. *Ann* a. These books are \_\_\_\_\_.  
*Paul* b. Those are \_\_\_\_\_.  
*she* c. \_\_\_\_\_ are on \_\_\_\_\_ desk.  
*he* d. \_\_\_\_\_ are on \_\_\_\_\_ desk.

## □ EXERCISE 12. Sentence practice.

*Directions:* Choose the correct completions.

- Is this your pen?  
(your / yours)
- Please give this dictionary to Olga. It's \_\_\_\_\_.  
(her / hers)
- A: Don't forget \_\_\_\_\_ hat. Here.  
(your / yours)  
 B: No, that's not \_\_\_\_\_ hat. \_\_\_\_\_ is green.  
(my / mine) (My / Mine)
- A: Please take this wood carving as a gift from me. Here. It's \_\_\_\_\_.  
(your / yours)  
 B: Thank you. You're very thoughtful.
- A: Isn't that the Smiths' car? That one over there. The blue one.  
 B: No, that's not \_\_\_\_\_. \_\_\_\_\_ car is dark blue.  
(their / theirs) (Their / Theirs)

6. A: Abdul and I really like \_\_\_\_\_ new apartment. It has lots of space.  
(our / ours)

How do you like \_\_\_\_\_?  
(your / yours)

B: \_\_\_\_\_ is small, but it's comfortable.  
(Our / Ours)

7. A: Excuse me. Is this \_\_\_\_\_ umbrella?  
(your / yours)

B: I don't have an umbrella. Ask Ken. Perhaps it's \_\_\_\_\_.  
(him / his)

8. A: When do \_\_\_\_\_ classes begin?  
(your / yours)

B: September second. How about \_\_\_\_\_? When do \_\_\_\_\_  
(your / yours) (your / yours)  
begin?

A: \_\_\_\_\_ begin August twenty-ninth.  
(My / Mine)

9. A: Maria, \_\_\_\_\_ spaghetti sauce is delicious!  
(your / yours)

B: Thank you, but it's not as good as \_\_\_\_\_.  
(your / yours)

A: Oh, no. \_\_\_\_\_ is much better! It tastes just as good as Anna's.  
(Your / Yours)

B: Do you like Anna's spaghetti sauce? I think \_\_\_\_\_ is too salty.  
(her / hers)

A: Maybe. \_\_\_\_\_ husband makes good spaghetti sauce too.  
(My / Mine)


\_\_\_\_\_ is thick and rich.  
(His / He)

B: Making spaghetti sauce is easy,  
but everyone's sauce is just a little  
different.





## 15-4 QUESTIONS WITH WHOSE

<p>(a) <b>Whose book</b> is this? → Mine. → It's mine. → It's my book.</p> <p>(b) <b>Whose books</b> are these? → Rita's. → They're Rita's. → They're Rita's books.</p>	<p><b>Whose</b> asks about possession. <b>Whose</b> is often used with a noun (e.g., <i>whose book</i>), as in (a) and (b).</p>
<p>(c) <b>Whose</b> is this? (<i>The speaker is pointing to a book.</i>) (d) <b>Whose</b> are these? (<i>The speaker is pointing to some books.</i>)</p>	<p><b>Whose</b> can be used without a noun if the meaning is clear, as in (c) and (d).</p>
<p>(e) <b>Who's</b> your teacher?</p>	<p>In (e): <b>Who's</b> = <i>who is</i>. <b>Whose</b> and <b>who's</b> have the same pronunciation.</p>
	

### □ EXERCISE 13. Sentence practice.

*Directions:* Choose the correct completions.

- Whose watch is this?  
(is / are) (this / these)
- Whose glasses \_\_\_\_\_?  
(is / are) (that / those)
- Whose teddy bear \_\_\_\_\_?  
(is / are) (this / these)
- Whose hat \_\_\_\_\_?  
(is / are) (that / those)
- Whose shoes \_\_\_\_\_?  
(is / are) (that / those)
- Whose keys \_\_\_\_\_?  
(is / are) (this / these)



#### □ EXERCISE 14. Let's talk: pairwork.

*Directions:* Work with a partner. Touch or point to something in the classroom that belongs to someone and ask a question with **Whose**.

*Example:*

SPEAKER A: (*points to a book*) Whose book is this?

SPEAKER B: It's mine. / Mine. / It's my book.

SPEAKER A: Your turn to ask.

SPEAKER B: Whose book is that?

SPEAKER A: It's Po's. / Po's. / It's Po's book.

#### □ EXERCISE 15. Sentence practice.

*Directions:* Circle the correct completions.

1. Who's Whose \_\_\_\_\_ your roommate this year?
2. Who's Whose \_\_\_\_\_ pen is this?
3. Who's Whose \_\_\_\_\_ on the phone?
4. Who's Whose \_\_\_\_\_ that?
5. Who's Whose \_\_\_\_\_ is that?
6. Who's Whose \_\_\_\_\_ making so much noise?

#### □ EXERCISE 16. Listening.



*Directions:* Listen to each sentence. Circle **Whose** or **Who's**.

- |          |       |           |       |
|----------|-------|-----------|-------|
| 1. Whose | Who's | 6. Whose  | Who's |
| 2. Whose | Who's | 7. Whose  | Who's |
| 3. Whose | Who's | 8. Whose  | Who's |
| 4. Whose | Who's | 9. Whose  | Who's |
| 5. Whose | Who's | 10. Whose | Who's |

#### □ EXERCISE 17. Chapter review: error analysis.

*Directions:* Correct the errors.

1. Whose that woman?
2. What are those peoples names?
3. Mr. and Mrs. Swan like their's apartment.
4. The two student's study together in the library every afternoon.
5. Who's book is this?

6. Those shoes in the bag are their, not our.
7. My fathers' sister has M.D. and Ph.D. degrees.
8. Did you meet your childrens teacher?
9. This is mine pillow and that one is your.

### □ EXERCISE 18. Let's talk: review of Chapters 14 and 15.

*Directions:* Work in pairs or small groups. Read the facts about eight friends.

*Facts:*

- Jack, Jim, Jake, John, Jill, Julie, Joan, and Jan are all friends.
- Two of them are secretly engaged.
- They met five months ago.
- They are going to get married next year.

Who is engaged? Read the clues to find out. (Be careful! Some of the clues are only additional information. They will not help you find the answer.)

Fill in the chart as you work through the clues to solve the puzzle.

<i>Engaged</i>	Jack	Jim	Jake	John	Jill	Julie	Joan	Jan
<i>yes</i>								
<i>no</i>						X		

*Clues:*



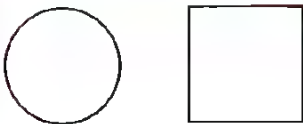
1. For Julie's wedding next month, she is planning to wear her mother's long, white wedding dress. Her mother wore it 30 years ago.  
→ *Julie's wedding is next month. The engaged couple is getting married next year, so it's not Julie.*
2. Joan's husband is working in another city right now. They hope to see each other soon.
3. Jill and Jack love each other. They met at Jill's sister's wedding.
4. Jill's sister got married a year ago.
5. Of all the friends, Jim is the only computer-science student.
6. Joan is a computer-science teacher. She began teaching two years ago.
7. Jan's boyfriend is a medical student.
8. All of the friends think Julie is very funny.
9. John loves Jan, but she doesn't love him. He's a friend to her, not a boyfriend.



# CHAPTER 16

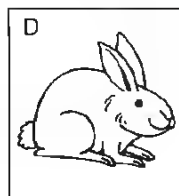
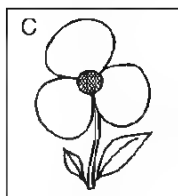
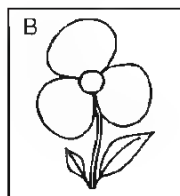
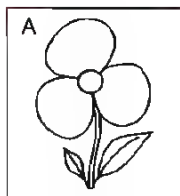
## Making Comparisons

### 16-1 COMPARISONS: USING THE SAME (AS), SIMILAR (TO), AND DIFFERENT (FROM)

THE SAME (AS)	SIMILAR (TO)	DIFFERENT (FROM)
 A                      B	 C                      D	 E                      F
A and B are <i>the same</i> . A is <i>the same as</i> B.	C and D are <i>similar</i> . C is <i>similar to</i> D.	E and F are <i>different</i> . E is <i>different from</i> F.

#### ☐ EXERCISE 1. Let's talk: class activity.

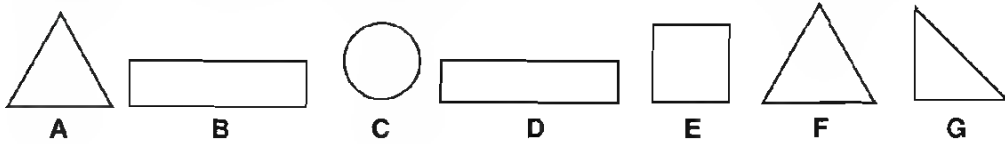
*Directions:* Which of the pictures are the same, similar, or different?



1. Are Pictures A and B the same?
2. Are Pictures A and C the same?
3. Are Pictures A and C similar?
4. Are Pictures A and C different?
5. Are Pictures C and D similar?
6. Are Pictures C and D different?

□ **EXERCISE 2. Sentence practice.**

*Directions:* Complete the sentences. Use **the same (as)**, **similar (to)**, and **different (from)** in your completions.



1. A is the same as F.
2. D and E are similar\* OR are different.
3. C  D.
4. B  D.
5. B and D .
6. C and D .
7. A and F .
8. F and G .
9. F  G.
10. G  A and F,  
but  C.

□ **EXERCISE 3. Listening.**



*Directions:* Listen to the comparisons of Pictures A through G in Exercise 2. Are these comparisons correct? Circle *yes* or *no*.

*Example:* A and F are the same. yes no

- |        |    |        |    |
|--------|----|--------|----|
| 1. yes | no | 5. yes | no |
| 2. yes | no | 6. yes | no |
| 3. yes | no | 7. yes | no |
| 4. yes | no |        |    |

\* *Similar* gives the idea that two things are the same in some ways (e.g., both D and E have four edges) but different in other ways (e.g., D is a rectangle and E is a square).

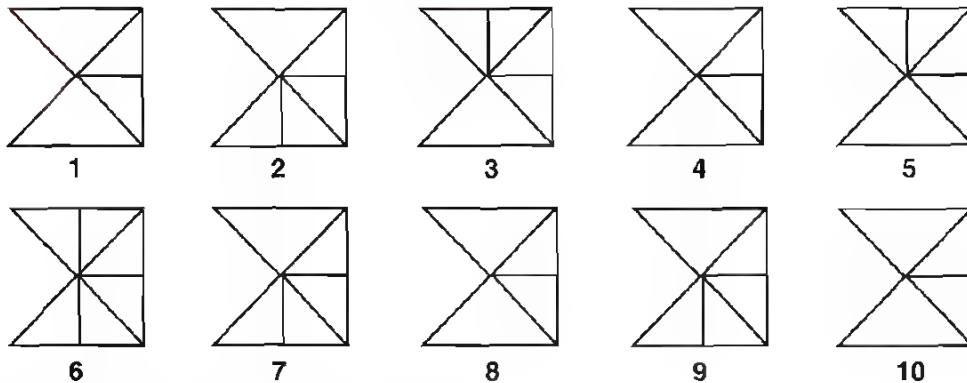
#### □ EXERCISE 4. Error analysis.

*Directions:* Correct the errors.

1. A rectangle is similar a square.
2. Pablo and Rita come from same country.
3. Girls and boys are differents. Girls are different to boys.
4. My cousin is the same age with my brother.
5. Dogs are similar with wolves.
6. Jim and I started to speak at a same time.

#### □ EXERCISE 5. Let's talk: class activity.

*Directions:* Answer the questions.



1. Which of the figures are the same?
2. Is there at least one figure that is different from all the rest?

*Just for fun:*

3. How many triangles are there in figure 1? (*answer: Seven.*)
4. How many triangles are there in figure 2?
5. How many triangles are there in figure 6?

#### □ EXERCISE 6. Let's talk: class activity.

*Directions:* Your teacher will ask you questions. Practice using **the same (as)**, **similar (to)**, and **different (from)**. Close your book for this activity.

*Example:* Look at ( . . . )'s clothes and ( . . . )'s clothes. What is different about them?

*Response:* Their shoes are different. ( . . . ) is wearing running shoes, and ( . . . ) is wearing sandals.

1. Look around the room. Name things that are the same.
2. Look around the room. Name things that are similar but not the same.
3. Find two pens that are the same length. Find two pieces of paper that are the same size. Find two notebooks that are different sizes.
4. Find two people in the class who are wearing (earrings). Are their (earrings) the same, similar, or different?
5. Who in the class has a (notebook, briefcase, backpack) that is similar to yours? Does anyone have a (notebook, briefcase, backpack) that is the same as yours?
6. Do any of the people in this room have the same hairstyle? Name two people who have similar hairstyles.
7. Whose shirt is the same color as yours today? Name some things in this room that are the same color. Name things that are similar colors.
8. Do any of the people in this room come from the same country? Who? Name two people who come from different countries.
9. Name an animal that is similar to a tiger. Name a bird that is similar to a duck.
10. Are Egypt and Italy on the same continent? Egypt and Algeria? Thailand and Korea? Mexico and Brazil?

## 16-2 COMPARISONS: USING LIKE AND ALIKE

You have a ballpoint pen with blue ink.  
I have a ballpoint pen with blue ink.

- (a) Your pen *is like* my pen.
- (b) Your pen and my pen *are alike*.
- (c) Our pens *are alike*.

*like* = similar to

*alike* = similar

*Like* and *alike* have the same meaning, but the sentence patterns are different.

This + *be* + *like* + that.

This and that + *be* + *alike*.

### □ EXERCISE 7. Sentence practice.

*Directions:* Complete the sentences with *like* and *alike*.

1. You and I have similar books. In other words, your book is like mine. Our books are alike.
2. Mr. Chang and I have similar coats. In other words, Mr. Chang's coat is like mine. Our coats are alike.
3. Ken and Sue have similar cars. In other words, their cars are alike.
4. You and I have similar hats. In other words, your hat is like mine.

5. A town is \_\_\_\_\_ a city in some ways.
6. A foot and a hand are \_\_\_\_\_ in some ways, but different in other ways.
7. A dormitory and an apartment building are \_\_\_\_\_ in many ways.
8. A motorcycle is \_\_\_\_\_ a bicycle in some ways.

□ **EXERCISE 8. Let's talk: pairwork.**

*Directions:* Work with a partner. Take turns making sentences with **like**. Check off (✓) the things in Column B that compare with the items in Column A. Discuss the ways in which the two things you are comparing are similar.

*Example:* a pencil, a bus

Column A	Column B
1. a pencil 2. a bus	a glass a human hand ✓ a pen a lemon ✓ a taxi

PARTNER A: A pencil is like a pen in some ways. They are both used for writing.  
Your turn now.

PARTNER B: A bus is like a taxi. You can ride in both of them. Your turn now.  
Etc.

Column A	Column B
1. a bush 2. a cup 3. a hill 4. honey 5. a monkey's hand 6. an orange 7. an alley 8. a sea 9. a sofa 10. a sports jacket 11. a butterfly	a glass a human hand a lemon a chair a mountain an ocean a street sugar a bird a suit coat a tree



## 16-3 THE COMPARATIVE: USING -ER AND MORE

Mary is 25 years old.  
John is 20 years old.

- (a) Mary is **older than** John.  
(b) Health is **more important than** money.

INCORRECT: *Mary is more old than John.*

INCORRECT: *Health is importanter than money.*

When we use adjectives (e.g., *old, important*) to compare two people or two things, the adjectives have special forms.

In (a): We add **-er** to an adjective, OR

In (b): We use **more** in front of an adjective.

The use of **-er** or **more** is called the COMPARATIVE FORM.

Notice in the examples: **than** follows the comparative form: *older than, more important than*.

	ADJECTIVE	COMPARATIVE	
ADJECTIVES WITH ONE SYLLABLE	<b>big</b> <b>cheap</b> <b>old</b>	<b>bigger</b> <b>cheaper</b> <b>older</b>	Add <b>-er</b> to one-syllable adjectives.
			Spelling note: If an adjective ends in one vowel and one consonant, double the consonant: <i>big-bigger, fat-fatter, hot-hotter, thin-thinner</i> .
ADJECTIVES THAT END IN -Y	<b>funny</b> <b>pretty</b>	<b>funnier</b> <b>prettier</b>	If an adjective ends in <b>-y</b> , change the <b>-y</b> to <b>-i</b> and add <b>-er</b> .
ADJECTIVES WITH TWO OR MORE SYLLABLES	<b>famous</b> <b>important</b> <b>interesting</b>	<b>more famous</b> <b>more important</b> <b>more interesting</b>	Use <b>more</b> in front of adjectives that have two or more syllables (except adjectives that end in <b>-y</b> ).
IRREGULAR COMPARATIVE FORMS	<b>good</b> <b>bad</b> <b>far</b>	<b>better</b> <b>worse</b> <b>farther/further</b>	The comparative forms of <b>good</b> , <b>bad</b> , and <b>far</b> are irregular.

### □ EXERCISE 9. Comparative practice.

Directions: Write the comparative form for these adjectives.

1. old older than

2. small \_\_\_\_\_

3. big \_\_\_\_\_

4. important \_\_\_\_\_

5. easy \_\_\_\_\_

6. difficult \_\_\_\_\_

7. long \_\_\_\_\_
8. heavy \_\_\_\_\_
9. expensive \_\_\_\_\_
10. sweet \_\_\_\_\_
11. hot \_\_\_\_\_
12. good \_\_\_\_\_
13. bad \_\_\_\_\_
14. far \_\_\_\_\_

### □ EXERCISE 10. Sentence practice.

*Directions:* Complete the sentences. Use the comparative form of the words in *italics*.

1. *comfortable* This chair is more comfortable than that chair.
2. *deep* The Pacific Ocean is \_\_\_\_\_ the Mediterranean Sea.
3. *important* Love is \_\_\_\_\_ money.
4. *lazy* I'm \_\_\_\_\_ my roommate.
5. *tall* My brother is \_\_\_\_\_ I am.\*
6. *heavy* Iron is \_\_\_\_\_ wood.
7. *difficult* My physics course is \_\_\_\_\_ my math course.
8. *hot* Thailand is \_\_\_\_\_ Korea.
9. *thin* A giraffe's neck is \_\_\_\_\_ an elephant's neck.
10. *warm* It's \_\_\_\_\_ today \_\_\_\_\_ yesterday.
11. *good* Nadia's English is \_\_\_\_\_ her husband's.
12. *long* The Nile River is \_\_\_\_\_ the Mississippi.

\*Formal written English: *My brother is taller than I (am).*  
 Informal spoken English: *My brother is taller than me.*

13. *intelligent* A dog is \_\_\_\_\_ a chicken.
14. *short* My little finger is \_\_\_\_\_ my middle finger.
15. *bad* The weather yesterday was \_\_\_\_\_ it is today.
16. *far* Your apartment is \_\_\_\_\_ from school  
\_\_\_\_\_ mine.
17. *strong* A horse is \_\_\_\_\_ a person.
18. *curly* Ken's hair is \_\_\_\_\_ mine.
19. *nervous* The groom was \_\_\_\_\_  
at the wedding  
\_\_\_\_\_ the bride.



☐ **EXERCISE 11. Let's talk: pairwork.**

*Directions:* Work with a partner. Use the adjective in parentheses to compare each pair of items. Use **more** or **-er**.

*Example:* a mouse, an elephant (small)

*Response:* A mouse is smaller than an elephant.

Partner A
1. a bus, car (big)
2. my old shoes, my new shoes (comfortable)
3. your hair, my hair (dark)
4. my arm, your arm (long)
5. biology, chemistry (interesting)
6. I, my brother (thin)

Partner B
1. this book, that one (good)
2. my hair, her hair (curly)
3. her hair, his hair (straight)
4. the weather here the weather in my hometown (bad)
5. this chapter, Chapter 10 (easy)
6. Japanese grammar, English grammar (difficult)

## □ EXERCISE 12. Let's talk: class activity.

*Directions:* Practice comparative forms.

**PART I.** Your teacher will put several different books in a central place. Compare one to another, using the given adjectives.

*Example:* big

*Response:* This book is bigger than that book/that one.

- |                |              |               |
|----------------|--------------|---------------|
| 1. large       | 5. difficult | 9. expensive  |
| 2. interesting | 6. easy      | 10. cheap     |
| 3. small       | 7. good      | 11. thick     |
| 4. heavy       | 8. bad       | 12. important |

**PART II.** The given adjectives describe a man named Bob. A man named Jack does not have the same qualities. Draw pictures of Bob and Jack on the board. Compare Bob to Jack.

*Example:* tall

*Response:* Bob is taller than Jack.

Bob is . . . .

- |                |             |                 |
|----------------|-------------|-----------------|
| 1. tall        | 5. young    | 9. friendly*    |
| 2. strong      | 6. happy    | 10. responsible |
| 3. lazy        | 7. kind     | 11. famous      |
| 4. intelligent | 8. generous | 12. busy        |

## □ EXERCISE 13. Listening.



*Directions:* Listen to each sentence. Circle the adjective you hear.

*Example:* Sky Airlines is \_\_\_\_\_ than World Airlines.      cheap      cheaper

- |          |         |           |         |
|----------|---------|-----------|---------|
| 1. cold  | colder  | 7. safe   | safer   |
| 2. cold  | colder  | 8. safe   | safer   |
| 3. cold  | colder  | 9. safe   | safer   |
| 4. happy | happier | 10. fresh | fresher |
| 5. happy | happier | 11. funny | funnier |
| 6. happy | happier | 12. funny | funnier |

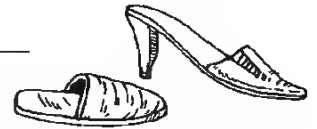
\* The comparative of *friendly* has two possible forms: *friendlier than* or *more friendly than*.

#### □ EXERCISE 14. Sentence practice.

Directions: Complete the sentences. Use the comparative form of the words in the list (or your own words).

<i>big</i>	<i>easy</i>	<i>important</i>
<i>bright</i>	<i>expensive</i>	<i>intelligent</i>
<i>cheap</i>	<i>fast</i>	<i>large</i>
<i>cold</i>	<i>high</i>	<i>warm</i>
<i>comfortable</i>	<i>hot</i>	<i>sweet</i>

1. An elephant is bigger than / larger than a mouse.
2. A lemon is sour. An orange is \_\_\_\_\_ a lemon.
3. The weather today is \_\_\_\_\_ it was yesterday.
4. Sometimes Mrs. Gay's feet hurt when she wears high heels.  
Bedroom slippers are \_\_\_\_\_  
\_\_\_\_\_ shoes with high heels.
5. I can afford a radio, but not a TV set. A radio is \_\_\_\_\_  
a TV set.
6. An airplane moves quickly. An airplane is \_\_\_\_\_ an  
automobile.
7. A person can think logically. A person is \_\_\_\_\_  
\_\_\_\_\_ an animal.
8. Hills are low. Mountains are \_\_\_\_\_ hills.
9. The sun gives off a lot of light. The sun is \_\_\_\_\_ the moon.
10. A motorcycle costs a lot of money. A motorcycle is \_\_\_\_\_  
\_\_\_\_\_ a bicycle.
11. Arithmetic isn't difficult. Arithmetic is \_\_\_\_\_ algebra.
12. Good health is \_\_\_\_\_ money.



### □ EXERCISE 15. Let's talk.

*Directions:* Work in pairs, in groups, or as a class. Make comparisons.

*Example:* an elephant to a mouse

*Response:* An elephant is bigger than a mouse / more intelligent than a mouse. Etc.

1. an orange to a lemon
2. a lake to an ocean
3. good health to money
4. a radio to a TV set
5. an airplane to an automobile
6. a person to an animal
7. the sun to the moon
8. a mountain to a hill
9. arithmetic to algebra
10. bedroom slippers to high heels
11. a horse to a person
12. your little finger to your ring finger
13. love to money
14. your hair to ( . . . )'s hair
15. food in (*your country*) to food in (*another country*)
16. the weather today to the weather yesterday

### □ EXERCISE 16. Let's talk: small groups.

*Directions:* Work in small groups. Take turns making sentences using **-er/more** with the given adjectives. Share a few of your sentences with the class.

*Example:* large

*Response:* Canada is larger than Mexico. / My feet are larger than yours. / Etc.

- |                |                 |
|----------------|-----------------|
| 1. tall        | 11. small       |
| 2. important   | 12. intelligent |
| 3. cold        | 13. big         |
| 4. curly       | 14. heavy       |
| 5. expensive   | 15. cheap       |
| 6. long        | 16. sweet       |
| 7. easy        | 17. high        |
| 8. comfortable | 18. interesting |
| 9. old         | 19. good        |
| 10. strong     | 20. bad         |

□ **EXERCISE 17. Let's talk: pairwork.**

*Directions:* Work with a partner. Write a sentence using *-er/more* with an adjective from the list in Exercise 16. Tear the sentence into pieces, with only one word or phrase on each piece. Give the pieces to a classmate, who will reassemble your sentence. Repeat this exercise several times, using a different adjective for each new sentence you write.

□ **EXERCISE 18. Let's talk: pairwork.**

*Directions:* Work in pairs. Make comparisons.

Partner A: Ask your partner a question. Your book is open.

Partner B: Answer in a complete sentence. Your book is closed.

*Example:* Name something that is sweeter than an apple.

PARTNER A: What's sweeter than an apple? / Can you name something that is sweeter than an apple? / Name something that is sweeter than an apple.

PARTNER B: Candy is sweeter than an apple.

1. Name a country that is larger than Mexico.
2. Name a planet that is closer to or farther away from the sun than the earth.
3. Name someone in the class who is younger than (I am, you are).
4. Name an animal that is more dangerous than a wild dog.
5. Name a bird that is larger than a chicken.
6. Name something that is more expensive than (an object in this room)
7. Name a sport that is more popular internationally than baseball.
8. Name someone who is more famous than (*name of a famous person*).

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn now.

9. Name someone who is taller than you.
10. Name something that is more interesting than (*name of a field of study*).
11. Name an ocean that is smaller than the Pacific Ocean.
12. Name a place that is farther away from here than (*name of a place*).
13. Name an animal that is stronger than a horse.
14. Name a game that is, in your opinion, more exciting than (*name of a sport*).
15. Name a place that is colder than this city.
16. Name a place that is more beautiful than this city.

## 16-1 THE SUPERLATIVE: USING -EST AND MOST

### (a) COMPARATIVE

My thumb is **shorter than** my index finger.

The comparative (**-er/more**) compares two things or people.

### (b) SUPERLATIVE

My hand has five fingers. My thumb is **the shortest** (finger) of all.

The superlative (**-est/most**) compares three or more things or people.

	ADJECTIVE	COMPARATIVE	SUPERLATIVE
ADJECTIVES WITH ONE SYLLABLE	<b>old</b> <b>big</b>	<b>older</b> (than) <b>bigger</b> (than)	<b>the oldest</b> (of all) <b>the biggest</b> (of all)
ADJECTIVES THAT END IN -Y	<b>pretty</b> <b>easy</b>	<b>prettier</b> (than) <b>easier</b> (than)	<b>the prettiest</b> (of all) <b>the easiest</b> (of all)
ADJECTIVES WITH TWO OR MORE SYLLABLES	<b>expensive</b> <b>important</b>	<b>more expensive</b> (than) <b>more important</b> (than)	<b>the most expensive</b> (of all) <b>the most important</b> (of all)
IRREGULAR FORMS	<b>good</b> <b>bad</b> <b>far</b>	<b>better</b> (than) <b>worse</b> (than) <b>farther/further</b> (than)	<b>the best</b> (of all) <b>the worst</b> (of all) <b>the farthest/furthest</b> (of all)

### □ EXERCISE 19. Comparative and superlative practice.

Directions: Write the comparative and superlative forms of the given adjectives.

	COMPARATIVE	SUPERLATIVE
1. long	<u>longer (than)</u>	<u>the longest (of all)</u>
2. small	<u>                                </u>	<u>                                </u>
3. heavy	<u>                                </u>	<u>                                </u>
4. comfortable	<u>                                </u>	<u>                                </u>
5. hard	<u>                                </u>	<u>                                </u>
6. difficult	<u>                                </u>	<u>                                </u>
7. hot*	<u>                                </u>	<u>                                </u>

\*Spelling note: If an adjective ends in one vowel and one consonant, double the consonant to form the superlative: *big-biggest, fat-fattest, hot-hottest, thin-thinnest*.



	COMPARATIVE	SUPERLATIVE
8. easy	_____	_____
9. cheap	_____	_____
10. interesting	_____	_____
11. pretty	_____	_____
12. strong	_____	_____
13. good	_____	_____
14. bad	_____	_____
15. far	_____	_____

□ **EXERCISE 20. Sentence practice.**

*Directions:* Complete the sentences. Use the superlative form of the adjectives in *italics*.

1. *large*      The largest city in Canada is Toronto.
2. *long*      The Nile is \_\_\_\_\_ river in the world.
3. *interesting*      I'm taking four classes. My history class is \_\_\_\_\_  
\_\_\_\_\_ of all.
4. *high*      Mt. McKinley in Alaska is \_\_\_\_\_ mountain in  
North America.
5. *tall*      The Sears Tower is \_\_\_\_\_ building in Chicago.
6. *big*      Lake Superior is \_\_\_\_\_ lake in North America.
7. *short*      February is \_\_\_\_\_ month of the year.
8. *far*      Pluto is \_\_\_\_\_ planet from the sun.
9. *beautiful*      In my opinion, Seattle is \_\_\_\_\_  
city in the United States.

10. *bad* In my opinion, Harry's Steak House is \_\_\_\_\_ restaurant in the city.
11. *good* In my opinion, the Doghouse Cafe has \_\_\_\_\_ food in the city.
12. *comfortable* Ken is sitting in \_\_\_\_\_ chair in the room.
13. *fast* The \_\_\_\_\_ way to travel is by airplane.
14. *good* When you feel depressed, laughter is \_\_\_\_\_ medicine.
15. *large* Asia is \_\_\_\_\_ continent in the world.
16. *small* Australia is \_\_\_\_\_ continent in the world.
17. *expensive* Sally ordered \_\_\_\_\_ food on the menu for dinner last night.
18. *easy* Taking a taxi is \_\_\_\_\_ way to get to the airport.
19. *important* I think good health is \_\_\_\_\_ thing in life.
20. *famous* The Gateway Arch is \_\_\_\_\_ landmark in St. Louis, Missouri.



## □ EXERCISE 21. Listening.



Directions: Look at the people in the picture and listen to each sentence. Circle the correct answer.

Example: Pam is the youngest.

yes

(no)



Pam  
(24 years old)



Bob  
(60 years old)



Tim  
(15 years old)

1. yes      no

2. yes      no

3. yes      no

4. yes      no

5. yes      no

6. yes      no

7. yes      no

8. yes      no

9. yes      no

10. yes      no

## □ EXERCISE 22. Sentence practice.

Directions: Work in small groups or as a class. Make comparisons about each group of pictures.

### A. COMPARE THE SIZES OF THE THREE BALLS.

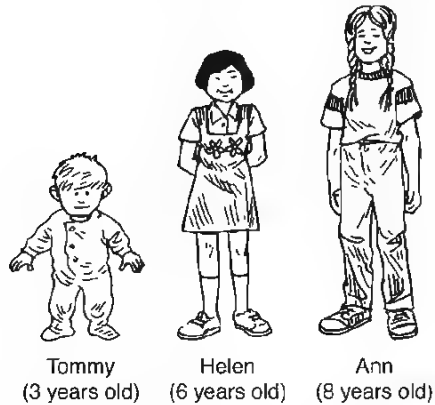


1. The golf ball is smaller than the baseball.

2. The soccer ball is larger than the baseball.

3. The soccer ball is the largest of all.

**B. COMPARE THE AGES OF THE CHILDREN.**



4. Ann is \_\_\_\_\_ Helen.
5. Helen is \_\_\_\_\_ Tommy.
6. Tommy is \_\_\_\_\_ Helen and Ann.
7. Ann is \_\_\_\_\_ of all.

**C. COMPARE THE HEIGHTS OF THE THREE WOMEN.**

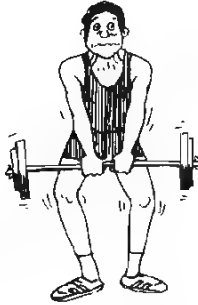


8. \_\_\_\_\_ is the tallest
9. \_\_\_\_\_ is the shortest.
10. \_\_\_\_\_ is taller than \_\_\_\_\_ but shorter than \_\_\_\_\_.

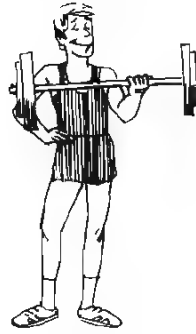
**D. COMPARE THE STRENGTHS OF THE THREE MEN.**



Mike



Joe



Ron

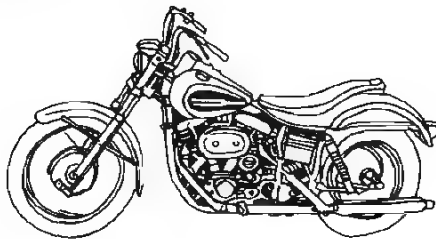
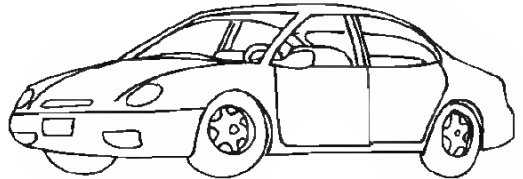
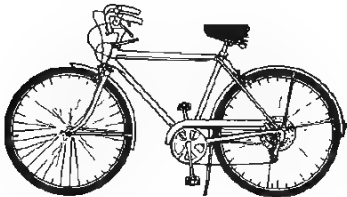
11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

**E. COMPARE THE PRICES OF THE THREE VEHICLES.**



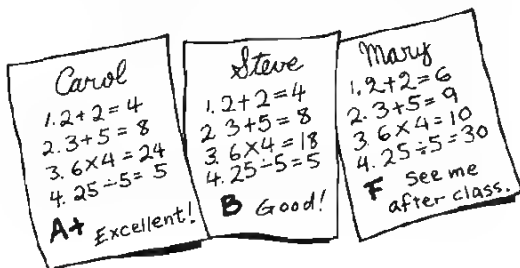
15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

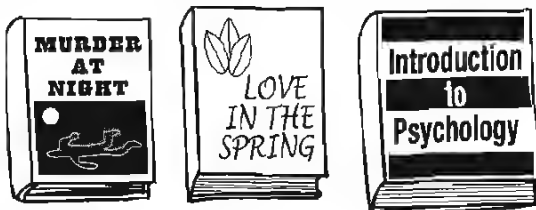
18. \_\_\_\_\_

## F. COMPARE THE GRADES OF THE TEST PAPERS.



19. \_\_\_\_\_
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_

## G. COMPARE HOW INTERESTING (TO YOU) THE THREE BOOKS LOOK.



23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_
26. \_\_\_\_\_

### ☐ EXERCISE 23. Sentence practice.

*Directions:* Complete the sentences. Use the correct form (comparative or superlative) of the adjectives in *italics*.

1. *long*      The Yangtze River is \_\_\_\_\_ the Mississippi River.
2. *long*      The Nile is \_\_\_\_\_ river in the world.
3. *large*      The Caribbean Sea is \_\_\_\_\_ the Mediterranean Sea.

4. *large* The Caribbean Sea is \_\_\_\_\_ sea in the world.
5. *high* Mt. Everest is \_\_\_\_\_ mountain in the world.
6. *high* Mt. Everest is \_\_\_\_\_ Mt. McKinley.
7. *big* Africa is \_\_\_\_\_ North America.
8. *small* Europe is \_\_\_\_\_ South America.
9. *large* Asia is \_\_\_\_\_ continent in the world.
10. *big* Canada is \_\_\_\_\_ the United States in area.
11. *large* Indonesia is \_\_\_\_\_ Japan in population.
12. *good* Fruit is \_\_\_\_\_ for your health \_\_\_\_\_ candy.
13. *good* The student cafeteria has \_\_\_\_\_ roast beef sandwiches in the city.
14. *comfortable* I have a pair of boots, a pair of sandals, and a pair of running shoes.  
The sandals are \_\_\_\_\_ the boots, but the running shoes are \_\_\_\_\_ of all.
15. *easy* This exercise is \_\_\_\_\_ the next one. This is one of \_\_\_\_\_ exercises in the book.
16. *bad* There are over 800 million people in the world who don't get enough to eat. With few exceptions, poverty and hunger are \_\_\_\_\_ in rural areas than in cities and towns.

#### ☐ EXERCISE 24. Listening.



*Directions:* Listen to the sentences about shopping in a clothing store. Write the words you hear.

1. The blue dress is \_\_\_\_\_ the red one.
2. Well, I think the red one is \_\_\_\_\_.
3. Is it too \_\_\_\_\_, or does it look OK?

4. It's \_\_\_\_\_ of all the ones you tried on.
5. I'm not going to buy the brown shoes. They're too \_\_\_\_\_.
6. How do you like this hat? It's \_\_\_\_\_ size they have.
7. No, this hat is \_\_\_\_\_ that one.
8. I need a belt, but one that is \_\_\_\_\_ my old one.
9. Is this belt \_\_\_\_\_ enough?
10. It's perfect. And it's \_\_\_\_\_ of all of them.

### 16-5 USING ONE OF + SUPERLATIVE + PLURAL NOUN

- (a) The Amazon is **one of the longest rivers** in the world.
- (b) A Rolls Royce is **one of the most expensive cars** in the world.
- (c) Alice is **one of the most intelligent people** in our class.

The superlative often follows **one of**.  
Notice the pattern:

**one of + superlative + plural noun**

See Chart 14-5, p. 419, for more information about **one of**.

#### □ EXERCISE 25. Sentence practice.

*Directions:* Use the given phrases to make sentences. Use **one of + superlative + plural noun**.

1. a high mountain in the world  
→ *Mt. McKinley is one of the highest mountains in the world.*
2. a pretty park in (this city)  
→ *Forest Park is one of the prettiest parks in St. Louis.*
3. a tall person in our class  
→ *Talal is one of the tallest people\* in our class.*
4. a big city in the world
5. a beautiful place in the world
6. a nice person in our class
7. a long river in the world

\*People is usually used instead of persons in the plural.



8. a good restaurant in (*this city*)
9. a famous landmark in the world
10. an important event in the history of the world

□ **EXERCISE 26. Let's talk: class interview.**

*Directions:* Make questions using **one of + superlative + plural noun**. You are Speaker A. Ask two students each question. Write their first names and their answers. (Note: Try to change people with each question.) Share some of your answers with the class.

*Example:* a big city in Canada

SPEAKER A: What is one of the biggest cities in Canada?

SPEAKER B: Toronto is one of the biggest cities in Canada.

SPEAKER C: Vancouver is one of the biggest cities in Canada.

1. a big city in Asia		
2. a large state in the United States		
3. a beautiful city in the world		
4. a tall person in our class		
5. a good place to visit in the world		
6. a famous person in the world		
7. an important thing in life		
8. a bad restaurant in ( <i>this city</i> )		
9. a famous landmark in ( <i>name of a country</i> )		
10. a tall building in ( <i>this city</i> )		
11. a dangerous sport in the world		
12. a serious problem in the world		

### ☐ EXERCISE 27. Let's talk.

*Directions:* Your teacher will ask you questions, or work in small groups and take turns asking each other these questions.

1. How many brothers and sisters do you have? Are you the oldest?
2. Who is one of the most famous movie stars in the world?
3. In your opinion, what is the most exciting sport?
4. What is one of the most interesting experiences in your life?
5. In your opinion, what is the most beautiful place in the world?
6. What is one of the most important inventions in the modern world?
7. What is one of the worst experiences of your life?
8. What are the best things in life?
9. What was the happiest day of your life—or one of the happiest days of your life?
10. Who are the most important people in your life today?

### ☐ EXERCISE 28. Let's talk: small groups.

*Directions:* First, take this quiz by yourself. Circle the letters of the correct answers. If you don't know an answer, guess. Second, form small groups to discuss the answers. You can figure out the correct answers by looking at the Table of Statistics on p. 474.

#### **PART I.**

1. What is the longest river in the world?
  - A. the Yangtze
  - B. the Amazon
  - C. the Nile
  - D. the Mississippi
2. Is the Amazon River longer than the Mississippi River?
  - A. yes
  - B. no
3. Is the Yangtze River longer than the Mississippi River?
  - A. yes
  - B. no
4. Which two rivers are almost the same length?
  - A. the Nile and the Amazon
  - B. the Amazon and the Yangtze
  - C. the Nile and the Mississippi
  - D. the Mississippi and the Amazon

**PART II.**

5. What is the largest sea in the world?
- A. the Mediterranean Sea
  - B. the South China Sea
  - C. the Caribbean Sea
6. Is the South China Sea the smallest of the three seas listed above?
- A. yes
  - B. no

**PART III.**

7. What is the deepest ocean in the world?
- A. the Atlantic Ocean
  - B. the Indian Ocean
  - C. the Pacific Ocean
8. Is the Indian Ocean larger than the Atlantic Ocean?
- A. yes
  - B. no

**PART IV.**

9. Below is a list of the continents in the world. List them in order according to size, from the largest to the smallest.

<i>Africa</i>	<i>Europe</i>
✓ <i>Antarctica</i>	<i>North America</i>
<i>Asia</i>	<i>South America</i>
<i>Australia</i>	

- (1) \_\_\_\_\_ (the largest)
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) Antarctica
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_ (the smallest)

**PART V**

10. Which of the following cities has the largest population in the world?  
A. New York City, U.S.A.      C. Mexico City, Mexico  
B. Seoul, Korea      D. Tokyo, Japan
11. Is the population of Sao Paulo, Brazil, larger than the population of New York City, U.S.A.?  
A. yes  
B. no
12. Is the population of Sao Paulo, Brazil, larger than the population of Seoul, Korea?  
A. yes  
B. no
13. What is the largest city in North America?  
A. Mexico City  
B. New York City

**PART VI**

14. Which of the following countries has the largest area in the world?  
A. Canada      C. the United States  
B. China      D. Brazil
15. Which of the following two countries is larger in area?  
A. Canada  
B. Brazil
16. Which of the following countries has the largest population in the world?  
A. India      C. the United States  
B. China      D. Indonesia
17. Which of the following two countries has the larger population?  
A. India  
B. Indonesia
18. Which of the following two countries has the larger population?  
A. the United States  
B. Brazil
19. Which of the following two countries has the smaller population?  
A. Egypt  
B. Japan

## TABLE OF STATISTICS

### PART I.

RIVER	LENGTH
the Amazon River	4,000 miles
the Mississippi River	2,350 miles
the Nile River	4,160 miles
the Yangtze River	3,900 miles

### PART II.

SEA	SIZE
the Caribbean Sea	970,000 square miles
the Mediterranean Sea	969,000 square miles
the South China Sea	895,000 square miles

### PART III.

OCEAN	SIZE	AVERAGE DEPTH
Atlantic Ocean	31,820,000 square miles	12,100 feet
Indian Ocean	29,000,000 square miles	12,750 feet
Pacific Ocean	64,000,000 square miles	13,000 feet

### PART IV.

CONTINENT	SIZE
Africa	12,000,000 square miles
Antarctica	7,000,000 square miles
Asia	17,129,000 square miles
Australia	3,000,000 square miles
Europe	3,837,000 square miles
North America	9,355,000 square miles
South America	6,886,000 square miles

### PART V.

CITY	POPULATION*
Mexico City, Mexico	28 million
New York, U.S.A.	21 million
Sao Paulo, Brazil	25 million
Seoul, Korea	22 million
Tokyo, Japan	30 million

### PART VI.

COUNTRY	AREA	POPULATION
Brazil	3,265,059 sq mi	175 million
Canada	3,612,187 sq mi	32 million
China	3,600,927 sq mi	1,275 million*
Egypt	384,000 sq mi	79 million
India	1,147,949 sq mi	1 billion
Indonesia	767,777 sq mi	205 million
Japan	146,000 sq mi	125 million
the United States	3,539,224 sq mi	286 million

\*Approximate population in the year 2004; 1,275 million is said as "one billion, two hundred seventy-five million."

## 16-6 USING BUT

- (a) John is rich, **but** Mary is poor.  
(b) The weather was cold, **but** we were warm inside our house.

**But** gives the idea that “This is the opposite of that.”  
A comma usually precedes **but**.

### □ EXERCISE 29. Sentence practice.

*Directions:* Complete the sentences with adjectives.

1. An orange is sweet, but a lemon is sour.
2. The weather is hot today, but it was \_\_\_\_\_ yesterday.
3. These dishes are clean, but those dishes are \_\_\_\_\_.
4. This suitcase is heavy, but that suitcase is \_\_\_\_\_.
5. My hair is light, but my brother's hair is \_\_\_\_\_.
6. These shoes are uncomfortable, but those shoes are \_\_\_\_\_.
7. This street is narrow, but that street is \_\_\_\_\_.
8. This exercise is easy, but that exercise is \_\_\_\_\_.
9. This food is good, but that food is \_\_\_\_\_.
10. A chicken is stupid, but a human being is \_\_\_\_\_.
11. Smoke is visible, but clean air is \_\_\_\_\_.
12. This answer is right, but that answer is \_\_\_\_\_.
13. This towel is dry, but that towel is \_\_\_\_\_.
14. This cup is full, but that cup is \_\_\_\_\_.
15. This sentence is confusing, but that sentence is \_\_\_\_\_.
16. My apartment is messy, but Bob's apartment  
is always \_\_\_\_\_.
17. A pillow is soft, but a rock is  
\_\_\_\_\_.



## □ EXERCISE 30. Listening.



**Directions:** Listen to each sentence and write an adjective with the opposite meaning.

**Example:**

You will hear: This exercise is easy, but that exercise is \_\_\_\_\_.

You will write: *hard*.

- |           |           |
|-----------|-----------|
| 1. _____. | 5. _____. |
| 2. _____. | 6. _____. |
| 3. _____. | 7. _____. |
| 4. _____. | 8. _____. |

## 16-7 USING VERBS AFTER *BUT*

AFFIRMATIVE VERB	+	<i>but</i>	+	NEGATIVE VERB
(a) John <b>is</b> rich,		<i>but</i>		Mary <b>isn't</b> .
(b) Balls <b>are</b> round,		<i>but</i>		boxes <b>aren't</b> .
(c) I <b>was</b> in class,		<i>but</i>		Po <b>wasn't</b> .
(d) Sue <b>studies</b> hard,		<i>but</i>		Sam <b>doesn't</b> .
(e) We <b>like</b> movies,		<i>but</i>		they <b>don't</b> .
(f) Alex <b>came</b> ,		<i>but</i>		Maria <b>didn't</b> .
(g) People <b>can</b> talk,		<i>but</i>		animals <b>can't</b> .
(h) Olga <b>will</b> be there,		<i>but</i>		Ivan <b>won't</b> .
NEGATIVE VERB	+	<i>but</i>	+	AFFIRMATIVE VERB
(i) Mary <b>isn't</b> rich,		<i>but</i>		John <b>is</b> .
(j) Boxes <b>aren't</b> round,		<i>but</i>		balls <b>are</b> .
(k) Po <b>wasn't</b> in class,		<i>but</i>		I <b>was</b> .
(l) Sam <b>doesn't</b> study,		<i>but</i>		Sue <b>does</b> .
(m) They <b>don't</b> like cats,		<i>but</i>		we <b>do</b> .
(n) Maria <b>didn't</b> come,		<i>but</i>		Alex <b>did</b> .
(o) Animals <b>can't</b> talk,		<i>but</i>		people <b>can</b> .
(p) Ivan <b>won't</b> be there,		<i>but</i>		Olga <b>will</b> .

Often the verb phrase following **but** is shortened, as in the examples.

## □ EXERCISE 31. Sentence practice.

**Directions:** Complete each sentence with an appropriate verb, affirmative or negative.

- Sara is at home, but her husband *isn't* \_\_\_\_\_.
- Hiroki isn't at home, but his wife \_\_\_\_\_.
- Beds are comfortable, but park benches \_\_\_\_\_.
- I wasn't at home last night, but my roommate \_\_\_\_\_.

5. Kim was in class yesterday, but Anna and Linda \_\_\_\_\_.
6. I don't want to go to the movie, but my friends \_\_\_\_\_.
7. Ahmed can speak French, but I \_\_\_\_\_.
8. Amanda will be at the meeting, but Helen \_\_\_\_\_.
9. This shirt is clean, but that one \_\_\_\_\_.
10. These shoes aren't comfortable, but those shoes \_\_\_\_\_.
11. Mike doesn't write clearly, but Ted \_\_\_\_\_.
12. I ate breakfast this morning, but my roommate \_\_\_\_\_.
13. Carol has a car, but Jerry \_\_\_\_\_.
14. Jerry doesn't have a car, but Carol \_\_\_\_\_.
15. Ron was at the party, but his wife \_\_\_\_\_.
16. Ron went to the party, but his wife \_\_\_\_\_.
17. Boris can't speak Spanish, but his wife \_\_\_\_\_.
18. I won't be at home tonight, but Sue \_\_\_\_\_.
19. Ken will be in class tomorrow, but Chris \_\_\_\_\_.
20. Amy won't be here tomorrow, but Alice \_\_\_\_\_.
21. The hotel wasn't expensive, but the plane tickets \_\_\_\_\_.

### □ EXERCISE 32. Listening.



*Directions:* Complete each sentence with an appropriate verb, affirmative or negative.

*Example:*

You will hear: The children wanted to play, but the teacher \_\_\_\_\_.

You will write: didn't.

- |           |            |
|-----------|------------|
| 1. _____. | 6. _____.  |
| 2. _____. | 7. _____.  |
| 3. _____. | 8. _____.  |
| 4. _____. | 9. _____.  |
| 5. _____. | 10. _____. |



### □ EXERCISE 33. Let's talk: class activity.

*Directions:* Your teacher will ask you questions. Answer them using **but**. Close your book for this activity.

*Example:* Who in the class was at home last night? Who wasn't at home last night?

TEACHER: Who was at home last night?

SPEAKER A: I was.

TEACHER: Who wasn't at home last night?

SPEAKER B: I wasn't at home last night.

TEACHER: (to Speaker C) Summarize, using *but*.

SPEAKER C: (Speaker A) was at home last night, but (Speaker B) wasn't.

1. Who wears glasses? Who doesn't wear glasses?
2. Who is married? Who isn't married?
3. Who didn't watch TV last night? Who watched TV last night?
4. Who will be in class tomorrow? Who won't be in class tomorrow?
5. Who has a car? Who doesn't have a car?
6. Who studied last night? Who didn't study last night?
7. Who can play (a musical instrument)? Who can't play (that musical instrument)?
8. Who is hungry right now? Who isn't hungry right now?
9. Who lives in an apartment? Who lives in a house or in a dorm?
10. Who doesn't drink coffee? Who drinks coffee?
11. Who won't be at home tonight? Who will be at home tonight?
12. Who was in class yesterday? Who wasn't in class yesterday?
13. Who can't speak (a language)? Who can speak (a language)?
14. Who didn't stay home last night? Who stayed home last night?
15. Who has (a mustache)? Who doesn't have (a mustache)?

### □ EXERCISE 34. Let's talk: pairwork.

*Directions:* Work with a partner. Picture A and Picture B are not the same. There are many differences between them. Can you find all of the differences? Take turns pointing out the differences.

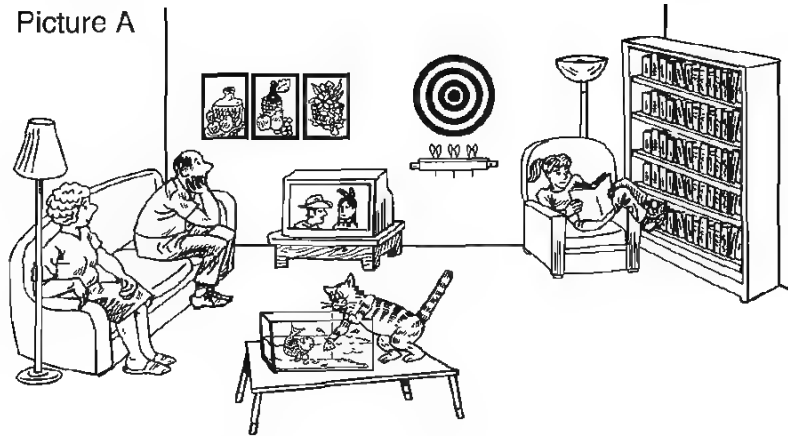
*Example:*

SPEAKER A: The woman is sitting in Picture A, but she's lying down in Picture B.  
Your turn now.

SPEAKER B: There's a small fish in Picture A, but a large fish in Picture B.  
Your turn now.

Etc.

Picture A



Picture B



### □ EXERCISE 35. Writing practice.

*Directions:* Write a paragraph about one or more of the given topics. The list is a reminder of comparison words you may want to use in your paragraph.

#### WORDS USED IN COMPARISONS

<i>alike</i>	<i>different (from)</i>	<i>like</i>	<i>the same (as)</i>
<i>but</i>	<i>-er/more</i>	<i>similar (to)</i>	

#### *Topics:*

1. Write about this city. Compare it to your hometown.
2. Write about your present residence. Compare it to a past residence.
3. Write about two members of your family. Compare them.
4. Write about two animals. Compare them.
5. Write about two countries. Compare them.

## 16-8 MAKING COMPARISONS WITH ADVERBS

	COMPARATIVE	SUPERLATIVE	
(a) Kim speaks <i>more fluently than</i> Ali (does). (b) Anna speaks <i>the most fluently of all</i> .	<i>more fluently</i> <i>more slowly</i> <i>more quickly</i>	<i>the most fluently</i> <i>the most slowly</i> <i>the most quickly</i>	Use <i>more</i> and <i>most</i> with adverbs that end in <i>-ly</i> . *
(c) Mike worked <i>harder than</i> Sam (did). (d) Sue worked <i>the hardest of all</i> .	<i>harder</i> <i>faster</i> <i>earlier</i> <i>later</i>	<i>the hardest</i> <i>the fastest</i> <i>the earliest</i> <i>the latest</i>	Use <i>-er</i> and <i>-est</i> with irregular adverbs: <i>hard</i> , <i>fast</i> , <i>early</i> , <i>late</i> .
(e) Rosa writes <i>better than</i> I do. (f) Kim writes <i>the best of all</i> .	<i>better</i>	<i>the best</i>	<i>Better</i> and <i>best</i> are forms of the adverb <i>well</i> .

\*Exception: *early—earlier the earliest*.

### □ EXERCISE 36. Sentence practice.

**Directions:** Complete the sentences with the correct form (comparative or superlative) of the adverbs in *italics*.

- late* Karen got home later than Alice (did).
- quickly* I finished my work \_\_\_\_\_ Tom (did).
- beautifully* Gina sings \_\_\_\_\_ Susan (does).
- beautifully* Ann sings \_\_\_\_\_ of all.
- hard* My sister works \_\_\_\_\_ I (do).
- hard* My brother works \_\_\_\_\_ of all.
- carefully* My husband drives \_\_\_\_\_ I (do).
- early* We arrived at the party \_\_\_\_\_ the Smiths (did).
- early* The Wilsons arrived at the party \_\_\_\_\_ of all.
- well* You can write \_\_\_\_\_ I (can).
- well* Ken can write \_\_\_\_\_ of all.
- clearly* Anita pronounces her words \_\_\_\_\_ Tina (does).

13. *fluently* Sue speaks Spanish \_\_\_\_\_ I (do).  
14. *fluently* Ted speaks Spanish \_\_\_\_\_ of all.

□ **EXERCISE 37. Sentence practice.**

*Directions:* Use the correct form (adjective or adverb, comparative or superlative) of the words in *italics*.

1. *careful* Karen drives more carefully than her brother does.  
2. *beautiful* A tiger is \_\_\_\_\_ a goat.  
3. *neat* Paul's apartment is \_\_\_\_\_ mine.  
4. *neat* Peter's apartment is \_\_\_\_\_ of all.  
5. *neat* You write \_\_\_\_\_ I do.  
6. *neat* Ann writes \_\_\_\_\_ of all.  
7. *clear* This author explains her ideas \_\_\_\_\_  
that author.  
8. *good* I like rock music \_\_\_\_\_ classical music.  
9. *good* My husband can sing \_\_\_\_\_ I can.  
10. *good* My daughter can sing \_\_\_\_\_ of all.  
11. *long* Almost universally, wives work \_\_\_\_\_ hours than their  
husbands because women take primary responsibility for household  
chores and child-rearing.  
12. *late* Robert usually goes to bed \_\_\_\_\_ his roommate.  
13. *clear* Anna pronounces her words \_\_\_\_\_ of  
all the students in the class.  
14. *sharp* A razor is usually \_\_\_\_\_ a kitchen knife.  
15. *artistic* My son is \_\_\_\_\_ my daughter.  
16. *slow* I eat \_\_\_\_\_ my husband does.

☐ **EXERCISE 38. Listening: review.**



*Directions:* Listen to each sentence. Write the words you hear.

1. I work \_\_\_\_\_ Jim does.
2. Toshi finished his work \_\_\_\_\_ of all.
3. Sue studies \_\_\_\_\_ Fred.
4. Jean studies \_\_\_\_\_ of all.
5. A motorcycle is \_\_\_\_\_ a bicycle.
6. Ali speaks \_\_\_\_\_ Yoko does.
7. A snail moves \_\_\_\_\_ a crab does.
8. This suitcase is \_\_\_\_\_ that one.
9. My glasses are \_\_\_\_\_ my contact lenses.
10. I can see \_\_\_\_\_ with my glasses.

☐ **EXERCISE 39. Review.**

*Directions:* Choose the correct completions.

1. A lion is \_\_\_\_\_ a tiger.  
A. similar      B. similar with      C. similar from      **(D.) similar to**
2. Lions and tigers are \_\_\_\_\_.  
A. the same      B. similar      C. similar to      D. the same as
3. Good health is one of \_\_\_\_\_ in a person's life.  
A. best thing      C. the best things  
B. the best thing      D. best things
4. There were many chairs in the room. I sat in \_\_\_\_\_ chair.  
A. the comfortablest      C. most comfortable  
B. the most comfortable      D. more comfortable
5. Jane's story was \_\_\_\_\_ Jack's story.  
A. funnier than      C. more funnier than  
B. funny than      D. more funny
6. My last name is \_\_\_\_\_ my cousin's.  
A. same      B. same from      C. same as      D. the same as
7. I live \_\_\_\_\_ away from school than you do.  
A. far      B. farther      C. more far      D. farthest

8. Ali speaks \_\_\_\_\_ than Hamid.

A. more clearly

B. clearlier

C. more clear

D. more clearer

9. Robert works hard every day, but his brother \_\_\_\_\_.

A. is

B. isn't

C. does

D. doesn't

☐ **EXERCISE 40. Chapter review: error analysis.**

*Directions:* Correct the errors.

1. Your pen is alike mine.

2. Kim's coat is similar with mine.

3. Jack's coat is same mine.

4. Soccer balls are different with basketballs.

5. Soccer is one of most popular sports in the world.

6. Green sea turtles live long more than elephants.

7. My grade on the test was worst from yours. You got a more better grade.

8. A monkey is intelligenter than a turtle.

9. Pedro speaks English more fluent than Ernesto.

10. Professor Brown teaches full-time, but her husband isn't.

11. Robert and Maria aren't same age. Robert is more young than Maria.

12. A blue whale is more large from an elephant.

13. The exploding human population is the most great threat to all forms of life on earth.

14. The Mongol Empire was the bigger land empire in the entire history of the world.

#### □ EXERCISE 41. Review.

*Directions:* Work with a partner.

Partner A: Ask Partner B questions. Your book is open.

Partner B: Answer in complete sentences. Your book is closed.

1. What's the longest river in the world?\*
2. What's the biggest continent? What's the second biggest continent?
3. What country has the largest population?
4. Is a square the same as a rectangle?
5. Name a country that is farther south than Mexico.
6. Name an animal that is similar to a horse.
7. Name a place that is noisier than a library.
8. Is a dormitory like an apartment building? How are they different? How are they similar?
9. Is ( . . . )'s grammar book different from yours?
10. What is one of the most famous landmarks in the world?

*Switch roles.*

Partner A: Close your book.

Partner B: Open your book. Your turn now.

11. Is the population of Seoul, Korea, larger or smaller than the population of Sao Paulo, Brazil?\*
12. Is the Atlantic Ocean deeper than the Indian Ocean?
13. What's the smallest continent in the world?
14. Name two students in this class who speak the same native language. Do they come from the same country?
15. Look at ( . . . ) and ( . . . ). How are they different?
16. Is a lake like a river? How are they different? How are they similar?
17. Name an insect that is smaller than a bee.
18. Name a city that is farther north than Rome, Italy.
19. What is the most popular sport in your country?
20. What is one of the most important inventions in the modern world? Why is it more important than *(name of another invention)*.

#### □ EXERCISE 42. Let's write or talk.

*Directions:* Write or talk about things and people in this room. Look at this thing and that thing, and then compare them. Look at this person and that person, and then compare them.

---

\*If you need to, look at the Table of Statistics on p. 474.

**□ EXERCISE 43. Writing practice.**

*Directions:* Write a paragraph on one or more of the given topics.

*Topics:*

1. Write about your family. Compare the members of your family. Include yourself in the comparisons. (Who is younger than you? Who is the youngest of all? Etc.)
2. Write about your childhood friends when you were ten years old. Compare them. Include yourself in the comparisons. (Who could run faster than you? Who could run the fastest of all? Etc.)
3. What are your three favorite places in the world? Why? Compare them.
4. What are the roles of health, money, and love in your life? Compare them.





# APPENDIX

## Irregular Verbs

### SIMPLE FORM

be  
become  
begin  
bend  
bite  
blow  
break  
bring  
build  
buy  
catch  
choose  
come  
cost  
cut  
do  
draw  
drink  
drive  
eat  
fall  
feed  
feel  
fight  
find  
fly  
forget  
get  
give  
go  
grow  
hang  
have  
hear  
hide  
hit  
hold  
hurt

### SIMPLE PAST

was, were  
became  
began  
bent  
bit  
blew  
broke  
brought  
built  
bought  
caught  
chose  
came  
cost  
cut  
did  
drew  
drank  
drove  
ate  
fell  
fed  
felt  
fought  
found  
flew  
forgot  
got  
gave  
went  
grew  
hung  
had  
heard  
hid  
hit  
held  
hurt

### SIMPLE FORM

keep  
know  
leave  
lend  
lose  
make  
meet  
pay  
put  
read  
ride  
ring  
run  
say  
see  
sell  
send  
shake  
shut  
sing  
sit  
sleep  
speak  
spend  
stand  
steal  
swim  
take  
teach  
tear  
tell  
think  
throw  
understand  
wake up  
wear  
win  
write

### SIMPLE PAST

kept  
knew  
left  
lent  
lost  
made  
met  
paid  
put  
read  
rode  
rang  
ran  
said  
saw  
sold  
sent  
shook  
shut  
sang  
sat  
slept  
spoke  
spent  
stood  
stole  
swam  
took  
taught  
tore  
told  
thought  
threw  
understood  
woke up  
wore  
won  
wrote



# Listening Script

## Chapter 1: USING BE

### EXERCISE 2, p. 2.

Paulo is a student from Brazil. Marie is a student from France. They're in the classroom. Today is an exciting day. It's the first day of school, but they aren't nervous. They're happy to be here. Mrs. Brown is the teacher. She isn't in the classroom right now. She's late today.

### EXERCISE 8, p. 6.

1. Butterflies are insects.
2. English is a country.
3. Spring is a season.
4. Canada is a city.
5. Japan is a language.
6. Roses are flowers.
7. Rabbits are machines.
8. Russian and Arabic are languages.
9. Cows are animals.

### EXERCISE 13, p. 9.

1. I like my teachers. They're very nice.
2. I am at school. I'm in the classroom.
3. Yuri is not here. He's late.
4. I know you. You're a teacher.
5. I know Susan. I'm her friend.
6. Ali and I are friends. We're in the same class.
7. My sister has two children. They're young.
8. Los Angeles is a city. It's very big.
9. Anna is from Russia. She's very friendly.
10. I like soccer. It's fun.

### EXERCISE 14, p. 9.

- SPEAKER A: Hello. My name is Mrs. Brown. I'm the new teacher.
- SPEAKER B: Hi. My name is Paulo, and this is Marie. We're in your class.
- SPEAKER A: It's nice to meet you.
- SPEAKER B: We're happy to meet you too.
- SPEAKER A: It's time for class. Please take a seat.

### EXERCISE 29, p. 22.

1. Grammar's easy.
2. My name's John.
3. My books're on the table.
4. My brother's 21 years old.
5. The weather's cold today.
6. The windows're open.
7. My money's in my wallet.
8. Mr. Smith's a teacher.
9. Mrs. Lee's at home now.
10. The sun's bright today.
11. Tom's at home right now.
12. My roommates're from Chicago.
13. My sister's a student in high school.

### EXERCISE 30, p. 22.

1. The test's easy.
2. My notebook is on the table.
3. My notebooks are on the table.
4. Sue's a student.
5. The weather is warm today.
6. The windows're open.
7. My parents're from Cuba.
8. My cousins are from Cuba too.
9. My book's on my desk.
10. The teachers're in class.

## Chapter 2: USING BE AND HAVE

### EXERCISE 1, p. 24.

1. Are England and Canada cities?
2. Is winter a season?
3. Are bananas blue?
4. Is the weather very cold today?
5. Are airplanes slow?
6. Is a carrot a machine?
7. Are diamonds free?
8. Is the earth round?
9. Are big cities quiet?

### EXERCISE 12, p. 32.

1. The boots have zippers.
2. Anna has a raincoat.
3. Her raincoat has buttons.
4. Her sweater has long sleeves.
5. She has earrings on her ears.
6. The earrings have diamonds.
7. You have long pants.
8. We have warm coats.

### EXERCISE 22, p. 39.

1. This is my grammar book.
2. That is your grammar book.
3. That's your wallet.
4. This's her purse.
5. Is that your umbrella?
6. This's not my umbrella.
7. Is this your ring?
8. Yes, that's my ring.
9. This isn't my homework.
10. That's their car.

## Chapter 3: USING THE SIMPLE PRESENT

### EXERCISE 2, p. 55.

1. I wake up early every day. → wake
2. My brother wakes up late.
3. He gets up at 11:00.
4. I go to school at 8:00.
5. My mother does exercises every morning.
6. My little sister watches TV in the morning.
7. I take the bus to school.
8. My brother takes the bus to school.
9. My friends take the bus too.
10. We talk about our day.

### EXERCISE 8, p. 59.

1. I go to work every morning. → morning
2. I celebrate my birthday every year.
3. Our son is two years old.
4. I use my computer every day.
5. Bob uses his computer five days a week.
6. I eat three times a day.
7. Anna listens to the radio every night
8. I visit my uncle every month.

### EXERCISE 13, p. 62.

1. Mrs. Miller teaches English on Saturdays. → teaches
2. Mr. and Mrs. Smith teach English in the evenings.
3. Doug fixes cars.
4. His son fixes cars too.
5. Carlos and Chris watch DVDs on weekends
6. Their daughter watches videos.
7. I brush my hair every morning.
8. Jimmy seldom brushes his hair.

9. The Johnsons wash their car every weekend.
10. Susan rarely washes her car.

### EXERCISE 18, p. 65.

Marco is a student. He has an unusual schedule. All of his classes are at night. His first class is at 6:00 P.M. every day. He has a break from 7:30 to 8:00. Then he has classes from 8:00 to 10:00.

He leaves school and goes home at 10:00. After he has dinner, he watches TV. Then he does his homework from midnight to 3:00 or 4:00 in the morning.

Marco has his own computer at home. When he finishes his homework, he usually goes on the Internet. He usually stays at his computer until the sun comes up. Then he does a few exercises, has breakfast, and goes to bed. He sleeps all day. Marco thinks his schedule is great, but his friends think it is strange.

## Chapter 4: USING THE PRESENT PROGRESSIVE

### EXERCISE 7, p. 96.

1. Tony is sitting in the cafeteria.
2. He is sitting alone.
3. He is wearing a hat.
4. He is eating lunch.
5. He is reading his grammar book.
6. He is looking at his computer.
7. He is studying hard.
8. He is smiling.
9. He is listening to the radio.
10. He is waving to his friends.

### EXERCISE 21, p. 107.

1. I write in my grammar book . . . .
2. I am writing in my grammar book . . . .
3. It is raining outside . . . .
4. It doesn't rain . . . .
5. My cell phone rings . . . .
6. My cell phone isn't ringing . . . .
7. My friends and I listen to music in the car . . . .
8. We're not listening to music . . . .

### EXERCISE 25, p. 110.

1. A: Does Tom have a black hat?  
B: Yes.  
A: Does he wear it every day?  
B: No.  
A: Is he wearing it right now?  
B: I don't know. Why do you care about Tom's hat?  
A: I found a hat in my apartment. Someone left it there. I think that it belongs to Tom.
2. A: Do animals dream?  
B: I don't know. I suppose so. Animals aren't very different from human beings in lots of ways.



A: Look at my dog. She is sleeping. Her eyes are closed. At the same time, she is barking and moving her head and her front legs. I am sure that she is dreaming right now. I'm sure that animals dream.

### EXERCISE 26, p. 111.

SPEAKER A: What are you doing? Are you working on your English paper?

SPEAKER B: No, I'm not. I'm writing an e-mail to my sister.

SPEAKER A: Do you write to her often?

SPEAKER B: Yes, but I don't write a lot of e-mails to anyone else.

SPEAKER A: Does she write to you often?

SPEAKER B: Yes. I get an e-mail from her several times a week. How about you? Do you get a lot of e-mails?

SPEAKER A: Yes. I like to send e-mails to friends all over the world.

## Chapter 5: TALKING ABOUT THE PRESENT

### EXERCISE 1, p. 121.

1. What time is it?
2. What month is it?
3. What day is it today?
4. What year is it?
5. What's the date today?

### EXERCISE 4, p. 124.

1. My birthday is in June. I was born on June 24. I have class every day at 1:00. Who am I?
2. I have class at 7:00. I go to class in the morning. I was born in 1986. Who am I?
3. I have class in the morning. I was born in July. I was born in 1990. Who am I?
4. I was born in 1989. My birthday is July 7. I go to class at night. Who am I?

### EXERCISE 12, p. 130.

1. There're ten students in the classroom.
2. There's a new teacher today.
3. There're two teachers outside.
4. There's a book on the floor.
5. There's some information on the blackboard.
6. There're several papers in the wastepaper basket.
7. There're two coffee cups on the teacher's desk.
8. There's a lot of homework for tomorrow.

### EXERCISE 23, p. 138.

1. There are trees behind the train.
2. A bird is under the picnic table.
3. There are butterflies in the air.
4. There is a fishing pole on top of the table.

5. There is a knife on top of the table.
6. A boat is in the water.
7. The bridge is below the water.
8. There are clouds above the hills.
9. There are flowers beside the river.
10. There are flowers next to the river.
11. The guitar is under the table.
12. One bike is under the tree.
13. The fish is on the grass.
14. The table is between the tree and the river.
15. The flowers are near the water.

### EXERCISE 31, p. 145.

1. A: Where do you want to go for dinner tonight?  
B: Rossini's Restaurant.
2. A: What time do you want to go to the airport?  
B: Around five. My plane leaves at seven.
3. A: Jean doesn't want to go to the baseball game.  
B: Why not?  
A: Because she needs to study for a test.
4. A: I'm getting tired. I want to take a break for a few minutes.  
B: Okay. Let's take a break. We can finish the work later.
5. A: We don't need to come to class on Friday.  
B: Why not?  
A: It's a holiday.
6. A: Peter wants to go back to his apartment.  
B: Why?  
A: Because he wants to change his clothes before he goes to the party.
7. A: Where do you want to go for your vacation?  
B: I want to visit Niagara Falls, Quebec, and Montreal.
8. A: May I see your dictionary? I need to look up a word.  
B: Of course. Here it is.  
A: Thanks.
9. A: Do you want to go with us to the park?  
B: Sure. Thanks. I need to get some exercise.

### EXERCISE 32, p. 147.

1. Tony'd like a cup of coffee.
2. He'd like some sugar in his coffee.
3. Ahmed and Anita'd like some coffee too.
4. They'd like some sugar in their coffee too.
5. A: Would you like a cup of coffee? ("Would you" can't be contracted in short answers or questions.)  
B: Yes, I would. Thank you.
6. I'd like to thank you for your kindness and hospitality.
7. My friends'd like to thank you too.
8. A: Would Robert like to ride with us?  
B: Yes, he would.



### EXERCISE 34, p. 148.

1. I'd like a hamburger for dinner.
2. We like to eat in fast-food restaurants.
3. Bob'd like to go to the gym now.
4. He likes to exercise after work.
5. The teacher'd like to speak with you.
6. I think the teacher likes you.
7. We like to ride our bikes on weekends.
8. Bill and Sue like classical music.
9. They'd like to go to a concert next week.
10. I think I'd like to go with them.

## Chapter 6: NOUNS AND PRONOUNS

### EXERCISE 12, p. 166.

1. Sara knows Joe. She knows him ("knows 'im") very well.
2. Where does Shelley live? Do you have her ("have-er") address?
3. There's Sam. Let's go talk to him ("im").
4. There's Bill and Julie. Let's go talk to them ("em").
5. The teacher is speaking with Lisa because she doesn't have her ("have-er") homework.
6. I need to see our airline tickets. Do you have them ("have-em")?

### EXERCISE 13, p. 167.

1. A: Yoko and I are ("I-er") going downtown this afternoon. Do you want to ("wanna") come with us?  
B: I don't think so, but thanks anyway. Chris and I are going to the library. We need to study for our test.
2. A: Hi, Ann. How do you like your new apartment?  
B: It's very nice.  
A: Do you have a roommate?  
B: Yes. Maria Hall is my roommate. Do you know her ("know-er")? She's from Miami.  
A: No, I don't know her ("know-er"). Do you get along with her?  
B: Yes, we enjoy living together. You must visit us sometime. Maybe you can come over for dinner soon.  
A: Thanks. I'd like that.
3. A: Do George and Mike come over to your house often?  
B: Yes, they do. I invite them to my house often. We like to play cards.  
A: Who usually wins your card games?  
B: Mike. He's a really good card player. We can't beat him.

### EXERCISE 15, p. 170.

**GROUP A.** Final -s is pronounced /z/ after voiced sounds.

- |             |          |            |
|-------------|----------|------------|
| 1. taxicabs | 5. rooms | 9. trees   |
| 2. beds     | 6. coins | 10. cities |
| 3. dogs     | 7. years | 11. boys   |
| 4. balls    | 8. lives | 12. days   |

**GROUP B.** Final -s is pronounced /s/ after voiceless sounds.

- |           |              |
|-----------|--------------|
| 13. books | 16. groups   |
| 14. desks | 17. cats     |
| 15. cups  | 18. students |

**GROUP C.** Final -es is pronounced /əz/.

- after "s" sounds: 19. classes  
20. glasses  
21. horses  
22. places  
23. sentences
- after "z" sounds: 24. sizes  
25. exercises  
26. noises
- after "sh" sounds: 27. dishes  
28. bushes
- after "ch" sounds: 29. matches  
30. sandwiches
- after "ge/dge" sounds: 31. pages  
32. oranges  
33. bridges

### EXERCISE 16, p. 171.

- |            |            |
|------------|------------|
| 1. toys    | 6. boxes   |
| 2. table   | 7. package |
| 3. face    | 8. chairs  |
| 4. hats    | 9. edge    |
| 5. offices | 10. tops   |

### EXERCISE 17, p. 172.

1. The desks in the classroom are new. → desks
2. I like to visit new places.
3. Donna wants a sandwich for lunch.
4. The teacher is correcting sentences with a red pen.
5. This apple is delicious.
6. The students are finishing a writing exercise in class.
7. I need two pieces of paper.
8. Roses are beautiful flowers.
9. Your rose bush is beautiful.
10. The college has many scholarships for students.

## Chapter 7: COUNT AND NONCOUNT NOUNS

### EXERCISE 6, p. 184.

1. I live in an apartment. → an
2. It's a small apartment.
3. My English class lasts an hour.





4. It's an interesting class.
5. We have a new teacher.
6. My mother has an office downtown.
7. It's an insurance office.
8. My father is a nurse.
9. He works at a hospital.
10. He has a difficult job.

### EXERCISE 31, p. 204.

1. Vegetables have vitamins. → general
2. Cats make nice pets.
3. The teacher is absent.
4. I love bananas.
5. New cars are expensive.
6. I need the keys to the car.
7. Are the computers in your office working?
8. Let's feed the ducks at the park.

### EXERCISE 32, p. 205.

1. A: Do you have a pen?  
B: There's one on the counter in the kitchen.
2. A: Where are the keys to the car?  
B: I'm not sure, but I have a set. You can use mine.
3. A: Shh. I hear a noise.  
B: It's just a bird outside, probably a woodpecker.  
Don't worry.
4. A: John Jones teaches at the university  
B: I know. He's an English professor.  
A: He's also the head of the department.
5. A: Hurry! We're late.  
B: No, we're not. It's five o'clock, and we have an hour.  
A: No, it isn't. It's six! Look at the clock.  
B: Oh, my. I need a new battery in my watch.

## Chapter 8: EXPRESSING PAST TIME, PART 1

### EXERCISE 5, p. 215.

1. I wasn't at home last night. → wasn't
2. I was at the library.
3. Our teacher was sick yesterday.
4. He wasn't at school.
5. Many students were absent.
6. They weren't at school for several days.
7. There was a substitute teacher.
8. She was very patient and kind.
9. My friends and I weren't nervous on the first day of school
10. We were very relaxed.

### EXERCISE 14, p. 224.

1. Mary played the piano for the class. → played
2. She plays very well.
3. The students watched an interesting movie.

4. They enjoyed it a lot.
5. They often watch movies together.
6. The class asked the teacher many questions
7. The teacher answered their questions clearly
8. The students listened very carefully.
9. They like their class.
10. The class works very hard

### EXERCISE 18, p. 226.

#### PART I.

1. What day was it two days ago?
2. What day was it five days ago?
3. What day was it yesterday?
4. What month was it last month?
5. What year was it ten years ago?
6. What year was it last year?
7. What year was it one year ago?

#### PART II.

8. What time was it one hour ago?
9. What time was it five minutes ago?
10. What time was it one minute ago?

### EXERCISE 22, p. 230.

- |                      |                    |
|----------------------|--------------------|
| 1. I are . . . .     | 4. She had . . . . |
| 2. We sat . . . .    | 5. He got . . . .  |
| 3. They came . . . . | 6. I stood . . . . |

### EXERCISE 30, p. 235.

1. Did we do well on the test?
2. Did you finish the assignment?
3. Did it make sense?
4. Did I answer your question?
5. Did they need more help?
6. Did he understand the homework?
7. Did I explain the project?
8. Did they complete the project?
9. Did you do well?
10. Did she pass the class?

### EXERCISE 33, p. 237.

#### PART I.

1. Did you ("did-juh") read the paper this morning?
2. A: Tom called.  
B: Did he ("dih-de") leave a message?
3. A: Sara called.  
B: Did she ("dih-she") leave a message?
4. Did it ("dih-dit") rain yesterday?
5. A: The children are watching TV.  
B: Did they ("dih-they") finish their homework?
6. I can't find my notebook. Did I ("dih di") leave it on your desk?

#### PART II.

1. Did you ("did-juh") finish the homework assignment?



2. Did it ("dih-dit") take a long time?
3. Did you ("dih-juh") hear my question?
4. Did they ("dih-they") hear my question?
5. Did I ("dih-di") speak loud enough?
6. Did he ("dih-de") understand the information?
7. Did she ("dih-she") understand the information?
8. Did you ("dih-juh") want more help?
9. Did I ("dih-di") explain it okay?
10. Did he ("dih-de") do a good job?

### EXERCISE 37, p. 241.

- |                       |                      |
|-----------------------|----------------------|
| 1. She caught . . . . | 4. I rode . . . .    |
| 2. They drove . . . . | 5. He bought . . . . |
| 3. We read . . . .    | 6. We ran . . . .    |

### EXERCISE 41, p. 244.

I woke up with a headache this morning. I took some medicine and went back to bed. I slept all day. The phone rang. I heard it, but I was very tired. I didn't answer it. I listened to the answering machine. It was the doctor's office. The nurse said I missed my appointment. Now my headache is really bad!

### EXERCISE 44, p. 247.

My mother called me early this morning. She had wonderful news for me. She had my wedding ring. I lost it many years ago. I thought someone stole it, but she told me, "No, it didn't happen that way." She told me she was outside in her garden recently with her dog. The dog brought her something. She thought it was money. Then she saw it was my ring. She put it on her finger and wore it. She didn't want to lose it again. I was so happy. I hung up the phone and began to laugh and cry at the same time.

## Chapter 9: EXPRESSING PAST TIME, PART 2

### EXERCISE 4, p. 255.

1. Where did Susan go?
2. Why did Susan go there?
3. Where did Nancy go?
4. When did Nancy go?
5. Why did Nancy go there?
6. Where did Tom go?
7. Why did Tom go there?
8. When did Susan go?
9. Where did Bill go?
10. When did Bill go?
11. Why did Bill go there?
12. When did Tom go?

### EXERCISE 10, p. 259.

1. When did you arrive?
2. Why did you leave?
3. Where do they live?

4. What did she want?
5. What does this mean?
6. Why didn't you study?
7. Where did he go?
8. When does class end?

### EXERCISE 14, p. 263.

1. Where does Sally live?
2. When did you leave?
3. What do you need?
4. Who is going with me?
5. Who came late?
6. Where are you moving to?
7. When did the movie end?
8. Why didn't you help?

### EXERCISE 17, p. 266.

1. The student didn't understand . . . .
2. The woman spent . . . .
3. Did you cut . . . ?
4. The car hit . . . .
5. The man forgot . . . .

### EXERCISE 20, p. 268.

1. A tree fell . . . .
2. The girls won . . . .
3. The teacher drew . . . .
4. I felt . . . .
5. My brother threw . . . .

### EXERCISE 23, p. 271.

1. Mrs. Brown fed . . . .
2. Mr. and Mrs. Johnson built . . . .
3. The dog bit . . . .
4. The children hid . . . .
5. The teacher held . . . .

### EXERCISE 40, p. 287.

I had a strange experience yesterday. I was reading my book on the bus when a man sat down next to me and asked me if I wanted some money. I didn't want his money. I was very confused. I stood up and walked toward the door of the bus.

While I was waiting for the door to open, the man tried to give me the money. When the door opened, I got off the bus quickly. I still don't know why he was trying to give me money.

## Chapter 10: EXPRESSING FUTURE TIME, PART 1

### EXERCISE 9, p. 300.

1. Look. The doctor is coming. → present
2. The doctor is coming soon.
3. Oh, no. It's raining.



4. We are leaving early in the morning.
5. Hurry. The bus is leaving.
6. Shh. Class is beginning.
7. We're going to a movie this afternoon.
8. My parents are coming over tonight.

### EXERCISE 11, p. 301.

1. It's going to ("gonna") rain tomorrow.
2. I am leaving soon.
3. Our class starts at nine.
4. Anita is coming to the meeting tomorrow.
5. The doctor is going to call you.
6. Are you going to ("gonna") study tonight?
7. We are having dinner at a restaurant tomorrow.
8. We aren't going to the concert tonight.
9. Alex rides his bicycle to work.
10. Who is going to help me?

### EXERCISE 15, p. 304.

1. Bob is going to finish his work → in five minutes.
2. Mary is going to school . . . .
3. Tom left . . . .
4. The Johnsons got married . . . .
5. The store is going to ("gonna") open . . . .
6. The movie started . . . .
7. Janet is going to graduate . . . .
8. We took a vacation . . . .
9. I'm going to ("gonna") buy a car . . . .
10. There was a meeting at school . . . .

### EXERCISE 20, p. 307.

1. Jean is going to leave in a couple of days. → same
2. Tom is going to leave in a few weeks.
3. The doctor is going to ("gonna") call in a few minutes.
4. Tim graduated from high school a couple of years ago.
5. We sold our house a couple of years ago.
6. The mail came a couple of minutes ago.
7. The phone rang a few minutes ago.
8. John is going to ("gonna") be here in a few minutes.

### EXERCISE 25, p. 310.

1. The class is working on a project today. → present
2. We are going to finish this weekend.
3. We talked about the project this morning.
4. It is going to ("gonna") rain this week.
5. It rained a lot this month.
6. I am going to graduate from college this year.
7. I am studying psychology this year.
8. The professor spoke for two hours this morning.
9. She's going to ("gonna") give us a test this week.
10. We had a lot of homework today.

### EXERCISE 27, p. 312.

1. The teacher'll help you. → teacher'll
2. The teacher will help you.
3. We'll have a test tomorrow.
4. We will have a test tomorrow.
5. I'll be back in five minutes.
6. The students'll be late.
7. John will be here soon.
8. The doctor'll see you now.
9. The nurse will give you some medicine.
10. You'll feel better soon.

### EXERCISE 28, p. 312.

1. Where will you go?
2. When will you go there?
3. Why will you go there?
4. Who will go with you?
5. What will you do there?

### EXERCISE 31, p. 315.

1. Will Jane study more? → Yes, she will.
2. Will Jane go to more parties on weekends?
3. Will Jane begin smoking?
4. Will Jane exercise with her grandmother?
5. Will Jane graduate from a university next year?
6. Will Jane go on a diet?
7. Will Jane exercise only two times a week?
8. Will Jane spend more time with her grandmother?

### EXERCISE 32, p. 316.

1. We want to see you soon. → want
2. I won't be late for class again
3. You won't believe the news!
4. I want a new car.
5. A new car won't be cheap.
6. My car won't start.
7. Mr. and Mrs. Thomas want to retire.
8. They want to travel more.

### EXERCISE 34, p. 318.

1. Bill doesn't like meat, eggs, or fish.
2. He is a vegetarian. He doesn't eat meat from animals. He didn't eat it as a child, either.
3. His wife Beth doesn't eat meat, but she isn't a vegetarian.
4. She doesn't enjoy the taste of meat.
5. They are going to ("gonna") try a new restaurant tomorrow
6. John will probably have a dish with lots of vegetables.
7. Beth won't have vegetables for a main dish. She'll probably ask for some type of fish.
8. Are they going to ("gonna") enjoy themselves?
9. Will they go back to this restaurant?





### EXERCISE 36, p. 319.

- A: Will you be here tomorrow?  
B: Yes, I will, but I'll probably be late.
- A: Where are your visitors from?  
B: Ali is from Kuwait, and Toshi and Hiro are from Japan.
- A: Was everyone in class yesterday?  
B: All the students were there, but the teacher was absent.  
A: Was he sick?  
B: No, he wasn't, but his daughter was.
- A: Let's hurry. We're going to be really late.  
B: We're not going to be late. I think your watch is fast.  
A: My watch isn't fast. Maybe your watch is slow!  
B: Let's not argue. We won't be there any sooner if we argue.

### Chapter 11: EXPRESSING FUTURE TIME, PART 2

#### EXERCISE 6, p. 329.

- You may be late for class tomorrow.
- Our teacher may give a lot of homework this weekend.
- Maybe you'll get a package in the mail tomorrow.
- I may go to bed early tonight.
- Maybe I'll go shopping tomorrow.
- Maybe you will get married next year.
- The weather may be sunny tomorrow.
- Maybe it will rain tomorrow.

#### EXERCISE 11, p. 332.

- I might be absent tomorrow. → a. Maybe I will be absent.
- There may be a change in our plans.
- The weather report says it'll rain tomorrow.
- We might finish this grammar book soon.
- John may get good news tomorrow.
- The class'll start on time.

#### EXERCISE 19, p. 338.

- What are you going to do if the weather is nice after class tomorrow?
- What are you going to do if your teacher cancels class tomorrow?
- What are you going to do if your teacher talks too fast?
- What are you going to do if you're sick tomorrow?

#### EXERCISE 24, p. 342.

- Before I go to bed every night, → I watch TV.
- If I go to bed early tonight,
- After I get to school every day,
- If class finishes early today,

- Before I eat breakfast every day,
- After I finish breakfast today,
- If I get all the answers in this exercise correct,
- When I finish this grammar book,

### EXERCISE 28, p. 347.

- A: Did you see that?  
B: What?  
A: The man in the red shirt hit the man in the blue shirt.  
B: Are you sure?  
A: Yes, I watched the whole thing.
- A: Were you late for the movie?  
B: No. The movie began at 7:30, and we got to the theater at 7:26.
- A: Do you hear that noise?  
B: What noise?  
A: Listen again.  
B: Now I hear it. Is someone coming?
- A: Do you want to ("wanna") go to the zoo this afternoon?  
B: I'd like to go, but I can't because I need to study.  
A: That's too bad.  
B: Are you going to ("gonna") go to the zoo?  
A: Yes. The weather is perfect, and I want to ("wanna") get outside and enjoy it.

### Chapter 12: MODALS, PART 1: EXPRESSING ABILITY

#### EXERCISE 5, p. 356.

- The students can understand their teacher. → can
- The students can't understand their teacher.
- I can't hear you.
- You can help me.
- Tom can't work today.
- The doctor can't see you today.
- Professor Clark can meet with you.
- I can't find my glasses.
- The children can't wait.
- We can stop now.

#### EXERCISE 6, p. 357.

In my last job, I was an office assistant. I have good computer skills. I can do word-processing, and I can type quickly. I like talking to people and can answer the phones with a friendly voice. I also like languages. I can speak French and Chinese. I also studied English. I can read it, but I can't speak it well. I hurt my back a few years ago. I can't help guests with their suitcases. I can work both Saturdays and Sundays.

#### EXERCISE 10, p. 360.

- A: (phone rings) Hello?  
B: Can I speak to Mr. Jones, please?



- A: I'm sorry. He can't come to the phone right now.  
Can I take a message? He can return your call in about a half-hour.
- B: Yes. Please tell him Bob Anderson called.
2. A: Can you help me lift this box?  
B: It looks very heavy. I can try to help you, but I think we need a third person.  
A: No, I'm very strong. I think we can do it together.
3. A: I can't hear the TV. Can you turn it up?  
B: I can't turn it up. I'm doing my homework. If I turn it up, I can't concentrate.  
A: Can you do your homework in another room?  
B: Oh, all right.

### EXERCISE 21, p. 367.

1. A: Were you able to talk to John last night?  
B: I couldn't reach him. I can try again later today.
2. A: Do you know how to make bread?  
B: Yes, I can make bread. What about you?  
A: No. Can you teach me?  
B: Sure, I can.
3. A: Are you able to understand the teacher?  
B: I couldn't understand her in the beginning, but now I can understand most of her lectures.  
A: I still can't understand her very well.
4. A: Professor Jones, when will you be able to correct our tests?  
B: I began last night, but I wasn't able to finish. I'll try again tonight. I hope I will be able to hand them back to you tomorrow.
5. A: (*phone rings*) Hello?  
B: Hi. This is Jan Smith. I'm wondering if I can get in to see Dr. Brown today or tomorrow.  
A: Well, she can see you tomorrow morning at 11:00. Can you come in then?  
B: Yes, I can. Please tell me where you are. I don't know the way to your office.

## Chapter 13: MODALS, PART 2: ADVICE, NECESSITY, REQUESTS, SUGGESTIONS

### EXERCISE 5, p. 383.

1. People should exercise to stay healthy.
2. People should eat a lot of candy.
3. People shouldn't steal money.
4. People should keep some money in a bank.
5. Students should study every day.
6. Students shouldn't study on weekends.
7. English students should speak English in class.
8. English teachers shouldn't translate for their students.

### EXERCISE 10, p. 386.

1. I have to ("hafta") leave early today. → have to
2. You have to ("hafta") come with us.

3. Where does your friend have to ("hafta") go?
4. She has to ("hasta") go to the dentist again.
5. Why does she have to ("hafta") go there so often?
6. My teachers have to ("hafta") correct a lot of homework.
7. Do they have to ("hafta") give so much work?
8. My dog has to ("hasta") go to the animal hospital.
9. He has to ("hasta") have surgery.
10. We have to ("hafta") take good care of our pets.

### EXERCISE 15, p. 390.

1. a. People must eat healthy foods.  
b. People should eat healthy foods.
2. a. People must wear clothes outdoors.  
b. People should wear clothes outdoors.
3. a. People should stop their cars for a police siren.  
b. People must stop their cars for a police siren.
4. a. People must wear coats in cool weather.  
b. People should wear coats in cool weather.
5. a. People should pay taxes to their government.  
b. People must pay taxes to their government.
6. a. People must learn how to use computers.  
b. People should learn how to use computers.
7. a. People should wear seatbelts when they're in a car.  
b. People must wear seatbelts when they're in a car.
8. a. People must be polite to one another.  
b. People should be polite to one another.
9. a. People should keep their homes clean.  
b. People must keep their homes clean.

### EXERCISE 27, p. 401.

1. It might snow tomorrow. → b. It may snow.
2. Tom has to work.
3. Becky knows how to swim.
4. The teacher needed to correct papers.
5. It's a good idea to study for the test tomorrow.
6. We may go to a movie tonight.
7. We didn't have to help.
8. I couldn't go to school yesterday.

## Chapter 14: NOUNS AND MODIFIERS

### EXERCISE 4, p. 406.

1. The phone is on the kitchen counter.
2. The phone is in the kitchen.
3. I'm moving to a new apartment next month.
4. The apartment building has a swimming pool.
5. How do you like your music class?
6. Where are the keys to the car?
7. I'm always losing my car keys.
8. Let's have some chicken soup.
9. The soup is good, but where's the chicken?
10. This grammar book has a lot of information.



### EXERCISE 13, p. 415.

1. That was delicious birthday . . . .
2. Here are the car . . . .
3. I need to buy some comfortable . . . .
4. The teacher gave the class an easy . . . .
5. The little boy is playing computer . . . .
6. I'd like to read the newspaper . . . .

### EXERCISE 16, p. 418.

1. All of the coffee is gone.
2. Some of the coffee is gone.
3. Half of the coffee is gone.
4. Almost all of the coffee is gone.
5. A lot of the coffee is gone.
6. Most of the coffee is gone.

### EXERCISE 21, p. 422.

1. Some of the homework is hard.
2. One of the books is missing.
3. None of the children are here yet.
4. All of the students were late.
5. Half of the class is absent.
6. Almost all of the food was vegetarian.
7. A lot of the exercises were helpful.
8. Most of the movie was scary.

### EXERCISE 22, p. 422.

1. Most of the people are happy.
2. All of them are smiling.
3. One of them is mad.
4. None of them are sleeping.
5. Only half of them have hats.
6. Some of them aren't wearing hats.
7. Only one of them has sunglasses.
8. Almost all of them look happy.

## Chapter 15: POSSESSIVES

### EXERCISE 4, p. 438.

1. Bob's parents live in Tokyo.
2. Bob has two brothers and one sister.
3. My teacher's apartment is near mine.
4. My teacher is very funny.
5. What is your friend saying?
6. My friend's dog ran away.
7. The store manager's name is Dan.
8. My cousin studies engineering.

### EXERCISE 16, p. 447.

1. Who's that?
2. Whose glasses are on the floor?
3. Who's coming?
4. Who's next?
5. Whose homework is this?

6. Whose car is outside?
7. Who's ready to begin?
8. Whose turn is it?
9. Whose work is ready?
10. Who's going to help me?

## Chapter 16: MAKING COMPARISONS

### EXERCISE 3, p. 450.

1. B and D are the same.
2. E is different from A.
3. G and B are similar.
4. A is similar to G.
5. F is the same as A.
6. C and G are different.
7. A and C are similar.

### EXERCISE 13, p. 457.

1. It's getting cold outside.
2. The weather today is colder than yesterday.
3. The weather is getting colder outside.
4. Our teacher is happier this week than last week.
5. Professor Jones is happy every day.
6. Are you happy today?
7. Is a big car safer than a small car?
8. I want to drive a safe car.
9. I need to get a safer car.
10. The coffee is fresh and tastes delicious.
11. Maria told a very funny story in class yesterday.
12. Maria and Sami both told stories. Sami's story was funnier than Maria's story.

### EXERCISE 21, p. 464.

1. Tim is older than Bob.
2. Pam looks happier than Tim.
3. Bob is the tallest of all.
4. Pam is younger than Bob.
5. Tim looks the most serious.
6. Bob is shorter than Tim.
7. Bob looks happier than Tim.
8. Tim is the youngest.
9. Pam is shorter than Bob.
10. Bob looks more serious than Pam.

### EXERCISE 24, p. 468.

1. The blue dress is more expensive than the red one.
2. Well, I think the red one is prettier.
3. Is it too short, or does it look OK?
4. It's the nicest of all the ones you tried on.
5. I'm not going to buy the brown shoes. They're too small.
6. How do you like this hat? It's the biggest size they have.
7. No, this hat is bigger than that one.
8. I need a belt, but one that is longer than my old one.



9. Is this belt long enough?
10. It's perfect. And it's the cheapest of all of them.

### EXERCISE 30, p. 476.

1. Linda is tall, but her sister is . . . .
2. My old apartment was small, but my new apartment is . . . .
3. First Street is noisy, but Second Street is . . . .
4. This picture is ugly, but that picture is . . . .
5. A car is fast, but a bike is . . . .
6. A kitten is weak, but a horse is . . . .
7. This watch is expensive, but that watch is . . . .
8. Tom is hard-working, but his brother is . . . .

### EXERCISE 32, p. 477.

1. I like strong coffee, but my friend . . . .
2. Ellen can speak Spanish, but her husband . . . .
3. The children didn't want to go to bed early, but their parents . . . .

4. The children weren't tired, but their parents . . . .
5. Jack doesn't want to go out to eat, but his friends . . . .
6. The doctor isn't friendly, but the nurse . . . .
7. I was at home yesterday, but my roommate . . . .
8. Pablo went to the party, but Steve . . . .
9. The grocery store will be open tomorrow, but the bank . . . .
10. I won't be home tonight, but my husband . . . .

### EXERCISE 38, p. 482.

1. I work faster than Jim does.
2. Toshi finished his work the fastest of all.
3. Sue studies harder than Fred.
4. Jean studies the hardest of all.
5. A motorcycle is more dangerous than a bicycle.
6. Ali speaks more loudly than Yoko does.
7. A snail moves more slowly than a crab does.
8. This suitcase is heavier than that one.
9. My glasses are clearer than my contact lenses.
10. I can see more clearly with my glasses.



## AUDIO CD TRACKING SCRIPT

CD 1	TRACK	EXERCISE	CD 2	TRACK	EXERCISE
Introduction	1		Chapter 9	1	Exercise 4, p. 255
Chapter 1	2	Exercise 2, p. 2		2	Exercise 10, p. 259
	3	Exercise 8, p. 6		3	Exercise 14, p. 263
	4	Exercise 13, p. 9		4	Exercise 17, p. 266
	5	Exercise 14, p. 9		5	Exercise 20, p. 268
	6	Exercise 29, p. 22		6	Exercise 23, p. 271
	7	Exercise 30, p. 22		7	Exercise 40, p. 287
Chapter 2	8	Exercise 1, p. 24	Chapter 10	8	Exercise 9, p. 300
	9	Exercise 12, p. 32		9	Exercise 11, p. 301
	10	Exercise 22, p. 39		10	Exercise 15, p. 304
Chapter 3	11	Exercise 2, p. 55		11	Exercise 20, p. 307
	12	Exercise 8, p. 59		12	Exercise 25, p. 310
	13	Exercise 13, p. 62		13	Exercise 27, p. 312
	14	Exercise 18, p. 65		14	Exercise 28, p. 312
Chapter 4	15	Exercise 7, p. 96		15	Exercise 31, p. 315
	16	Exercise 21, p. 107		16	Exercise 32, p. 316
	17	Exercise 25, p. 110		17	Exercise 34, p. 318
	18	Exercise 26, p. 111		18	Exercise 36, p. 319
Chapter 5	19	Exercise 1, p. 121	Chapter 11	19	Exercise 6, p. 329
	20	Exercise 4, p. 124		20	Exercise 11, p. 332
	21	Exercise 12, p. 130		21	Exercise 19, p. 338
	22	Exercise 23, p. 138		22	Exercise 24, p. 342
	23	Exercise 31, p. 145		23	Exercise 28, p. 347
	24	Exercise 32, p. 147	Chapter 12	24	Exercise 5, p. 356
	25	Exercise 34, p. 148		25	Exercise 6, p. 357
Chapter 6	26	Exercise 12, p. 166		26	Exercise 10, p. 360
	27	Exercise 13, p. 167		27	Exercise 21, p. 367
	28	Exercise 15, p. 170	Chapter 13	28	Exercise 5, p. 383
	29	Exercise 16, p. 171		29	Exercise 10, p. 386
	30	Exercise 17, p. 172		30	Exercise 15, p. 390
Chapter 7	31	Exercise 6, p. 184		31	Exercise 27, p. 401
	32	Exercise 31, p. 204	Chapter 14	32	Exercise 4, p. 406
	33	Exercise 32, p. 205		33	Exercise 13, p. 415
Chapter 8	34	Exercise 5, p. 215		34	Exercise 16, p. 418
	35	Exercise 14, p. 224		35	Exercise 21, p. 422
	36	Exercise 18, p. 226		36	Exercise 22, p. 422
	37	Exercise 22, p. 230	Chapter 15	37	Exercise 4, p. 438
	38	Exercise 30, p. 235		38	Exercise 16, p. 447
	39	Exercise 33, p. 237	Chapter 16	39	Exercise 3, p. 450
	40	Exercise 37, p. 241		40	Exercise 13, p. 457
	41	Exercise 41, p. 244		41	Exercise 21, p. 464
	42	Exercise 44, p. 247		42	Exercise 24, p. 468
				43	Exercise 30, p. 476
				44	Exercise 32, p. 477
				45	Exercise 38, p. 482





# Answer Key

## Chapter 1: USING BE

### EXERCISE 2, p. 2.

- |               |                  |
|---------------|------------------|
| 2. is a       | 7. They're happy |
| 3. They're in | 8. is            |
| 4. is an      | 9. isn't         |
| 5. It's       | 10. She's        |
| 6. aren't     |                  |

### EXERCISE 3, p. 2.

- |                            |                           |
|----------------------------|---------------------------|
| 2. English is a language.  | 7. A hotel is a building. |
| 3. Tokyo is a city.        | 8. A bear is an animal.   |
| 4. Australia is a country. | 9. A bee is an insect.    |
| 5. Red is a color.         | 10. An ant is an insect.  |
| 6. A dictionary is a book. |                           |

### EXERCISE 4, p. 3

- |                           |                            |
|---------------------------|----------------------------|
| 4. Tennis is a sport.     | 9. A fly is an insect.     |
| 5. Chicago is a city.     | 10. Baseball is a sport.   |
| 6. Spanish is a language. | 11. China is a country.    |
| 7. Mexico is a country.   | 12. Russian is a language. |
| 8. A cow is an animal.    |                            |

### EXERCISE 6, p. 4.

2. Computers are machines.
3. Dictionaries are books
4. Chickens are birds.
5. Roses are flowers.
6. Carrots are vegetables.
7. Rabbits are animals.
8. Egypt and Indonesia are countries.
9. Winter and summer are seasons.

### EXERCISE 7, p. 5.

1. A bear is an animal.
2. An ant is an insect.
3. London is a city.
4. Spring is a season.
5. A carrot is a vegetable.
6. September and October are months.
7. Mexico and Canada are countries.
8. A dictionary is a book.

9. Chickens are birds.
10. China is a country.
11. Winter and summer are seasons.
12. Arabic is a language.
13. A computer is a machine.
14. A fly is an insect.

### EXERCISE 8, p. 6.

- |        |        |        |
|--------|--------|--------|
| 1. yes | 4. no  | 7. no  |
| 2. no  | 5. no  | 8. yes |
| 3. yes | 6. yes | 9. yes |

### EXERCISE 10, p. 7.

2. I am a student.
3. Rita is a student.
4. Rita and Tom are students.
5. You are a student.
6. You are students.

### EXERCISE 12, p. 8.

- |                           |                                 |
|---------------------------|---------------------------------|
| 2. He's in my class.      | 10. They're in my class.        |
| 3. He's twenty years old. | 11. They're interesting.        |
| 4. They're students.      | 12. It's easy.                  |
| 5. It's on my desk.       | 13. We're roommates.            |
| 6. They're friendly.      | 14. It's on Pine Street.        |
| 7. They're on my desk.    | 15. I'm a student.              |
| 8. He's married.          | 16. You're in my English class. |
| 9. She's single.          |                                 |

### EXERCISE 13, p. 9.

- |                          |                             |
|--------------------------|-----------------------------|
| 1. They're very nice.    | 6. We're in the same class. |
| 2. I'm in the classroom. | 7. They're young.           |
| 3. He's late.            | 8. It's very big.           |
| 4. You're a teacher.     | 9. She's very friendly.     |
| 5. I'm her friend.       | 10. It's fun.               |

### EXERCISE 14, p. 9.

- |        |          |          |
|--------|----------|----------|
| 1. is  | 4. is    | 7. We're |
| 2. I'm | 5. We're | 8. It's  |
| 3. is  | 6. It's  |          |

### EXERCISE 15, p. 10.

1. Canada is a country. It is not/isn't a city.
2. Jakarta is not/isn't a country. It is/It's a city.
3. Beijing and London are cities. They are not/aren't countries.
4. Asia is not/isn't a country. It is/It's a continent.
5. Asia and South America are continents. They are not/aren't countries.

### EXERCISE 16, p. 11.

#### PART I.

bus driver: Ms. Black

police officer: Mr. Rice

gardener: Mike

doctor: Sue

photographer: Ann.

#### PART II.

2. is . . . He isn't an artist.
3. isn't . . . He's a painter.
4. isn't . . . She's a doctor.
5. is . . . He isn't an artist / a bus driver / a gardener / a doctor / a photographer.
6. police officer / gardener / doctor / photographer / an artist . . . She's a bus driver.
7. (free response)

### EXERCISE 17, p. 12.

- |                       |                  |
|-----------------------|------------------|
| 2. He's poor.         | 7. They're fast. |
| 3. It's short.        | 8. It's easy.    |
| 4. They're clean.     | 9. She's tall.   |
| 5. They're beautiful. | 10. They're old. |
| 6. They're expensive. | 11. It's noisy.  |

### EXERCISE 18, p. 13.

2. Ice and snow are cold.
3. A box is square.
4. Balls and oranges are round.
5. Sugar is sweet.
6. An elephant is large/big, but a mouse is small/little.
7. A rain forest is wet, but a desert is dry.
8. A joke is funny.
9. Good health is important.
10. They are/They're dangerous.
11. A coin is small, round, and flat.
12. A lemon is sour.

### EXERCISE 20, p. 14.

3. Lemons are yellow.
4. Ripe bananas are yellow too.
5. A lemon isn't sweet. It is/It's sour.
6. My pen isn't heavy. It is/It's light.
7. This room isn't dark. It is/It's light.
8. My classmates are friendly.
9. A turtle is slow.
10. Airplanes aren't slow. They are/They're fast.

11. The floor in the classroom is/isn't clean. It isn't/is dirty.
12. The weather is/isn't cold today.
13. The sun is/isn't bright today.
14. My shoes are/aren't comfortable.

### EXERCISE 21, p. 15.

#### Partner A:

1. The table isn't clean. It's dirty.
2. The little boy is sick. He isn't well.
3. The algebra problem isn't easy. It's difficult.
4. The cars are old. They aren't new.

#### Partner B:

1. The man is friendly. He isn't unfriendly.
2. The coffee isn't cold. It's hot.
3. The woman is tall. She isn't short.
4. Ken's sister isn't old. She's young.

### EXERCISE 25, p. 19.

- |          |            |            |
|----------|------------|------------|
| 2. under | 4. next to | 6. behind  |
| 3. on    | 5. above   | 7. between |

### EXERCISE 28, p. 21.

- |                      |                        |
|----------------------|------------------------|
| 4. are + a noun      | 8. am + a place        |
| 5. is + a place      | 9. is + a place        |
| 6. is + an adjective | 10. are + an adjective |
| 7. are + a noun      |                        |

### EXERCISE 30, p. 23.

- |      |      |       |
|------|------|-------|
| 1. B | 5. A | 8. A  |
| 2. A | 6. B | 9. A  |
| 3. A | 7. B | 10. B |
| 4. B |      |       |

## Chapter 2: USING BE AND HAVE

### EXERCISE 1, p. 24.

- |        |           |        |
|--------|-----------|--------|
| 1. no  | 4. yes/no | 7. no  |
| 2. yes | 5. no     | 8. yes |
| 3. no  | 6. no     | 9. no  |

### EXERCISE 2, p. 24.

2. Is the sun a ball of fire?
3. Are carrots vegetables?
4. Are chickens birds?
5. Is Mr. Wu here today?
6. Are Sue and Mike here today?
7. Is English grammar fun?
8. Are you ready for the next grammar chart?

### EXERCISE 3, p. 25.

3. A: Are you homesick?  
B: No, I'm not.
4. A: Is Bob homesick?  
B: Yes, he is.

5. A: Is Sue here today?  
B: No, she isn't.
6. A: Are the students in this class intelligent?  
B: Yes, they are.
7. A: Are the chairs in this room comfortable?  
B: No, they aren't.
8. A: Are you married?  
B: No, I'm not.
9. A: Are Tom and you roommates?  
B: Yes, we are.
10. A: Is a butterfly a bird?  
B: No, it isn't.

### EXERCISE 7, p. 28.

3. Is Cairo in Egypt?
4. Where is Cairo?
5. Are the students in class today?
6. Where are the students?
7. Where is the post office?
8. Is the train station on Grand Avenue?
9. Where is the bus stop?
10. Where are Sue and Ken today?

### EXERCISE 9, p. 30.

- |                    |                   |
|--------------------|-------------------|
| 2. have            | 9. have           |
| 3. has . . . has   | 10. has . . . has |
| 4. have            | 11. has           |
| 5. has             | 12. have          |
| 6. have . . . have | 13. have          |
| 7. has             | 14. has           |
| 8. have . . . has  |                   |

### EXERCISE 10, p. 31.

- |                      |                      |
|----------------------|----------------------|
| 1. has a headache    | 5. have a cold       |
| 2. have toothaches   | 6. have backaches    |
| 3. have a fever      | 7. has a stomachache |
| 4. has a sore throat |                      |

### EXERCISE 11, p. 31.

1. A: How are you?  
B: I have a headache.
2. A: How are you?  
B: I have a sore tooth.
3. A: How is/How's your mother?  
B: She has a sore back.
4. A: How is/How's Mr. Lee?  
B: He has a backache.
5. A: How are your parents?  
B: They have colds.
6. A: How are the patients?  
B: They have stomachaches.
7. A: How is/How's your little brother?  
B: He has a sore throat.
8. A: How is/How's Mrs. Wood?  
B: She has a fever.

### EXERCISE 12, p. 32.

- |         |         |
|---------|---------|
| 1. have | 5. has  |
| 2. has  | 6. have |
| 3. has  | 7. have |
| 4. has  | 8. have |

### EXERCISE 14, p. 33.

- |          |          |
|----------|----------|
| 1. your  | 6. their |
| 2. her   | 7. your  |
| 3. their | 8. our   |
| 4. her   | 9. his   |
| 5. my    | 10. her  |

### EXERCISE 15, p. 33.

1. His . . . Palmer
2. His . . . John
3. His . . . B.
4. Their . . . 98301
5. Their . . . (888)
6. Her . . . 4/12/70
7. Her . . . April 12
8. Her . . . Ellen
- 9.-15. My . . . (free response)

### EXERCISE 17, p. 36.

- |          |         |           |
|----------|---------|-----------|
| 2. His   | 6. Our  | 10. Their |
| 3. My    | 7. Your | 11. His   |
| 4. Their | 8. Her  | 12. My    |
| 5. Your  | 9. His  |           |

### EXERCISE 19, p. 37.

- |                     |                     |
|---------------------|---------------------|
| 2. has . . . His    | 8. have . . . My    |
| 3. have . . . Your  | 9. have . . . Our   |
| 4. has . . . Her    | 10. have . . . Your |
| 5. have . . . Their | 11. has . . . Her   |
| 6. have . . . Their | 12. has . . . His   |
| 7. have . . . Our   |                     |

### EXERCISE 20, p. 38.

- |         |         |          |
|---------|---------|----------|
| 3. This | 6. This | 9. That  |
| 4. That | 7. This | 10. This |
| 5. That | 8. That |          |

### EXERCISE 22, p. 39.

- |         |         |          |
|---------|---------|----------|
| 1. This | 5. that | 8. that  |
| 2. That | 6. This | 9. This  |
| 3. That | 7. this | 10. That |
| 4. This |         |          |

### EXERCISE 23, p. 40.

- |          |          |
|----------|----------|
| 1. These | 4. These |
| 2. Those | 5. Those |
| 3. Those | 6. These |



**EXERCISE 24, p. 40.**

- |                      |                      |
|----------------------|----------------------|
| 2. This . . . Those  | 6. This . . . Those  |
| 3. These . . . Those | 7. these . . . those |
| 4. This . . . That   | 8. This . . . Those  |
| 5. These . . . Those |                      |

**EXERCISE 26, p. 42.**

- |             |            |              |
|-------------|------------|--------------|
| 2. What are | 5. Who are | 8. Who are   |
| 3. Who is   | 6. What is | 9. What is   |
| 4. What is  | 7. Who is  | 10. What are |

**EXERCISE 31, p. 47.**

2. I **am not**/I'm **not** hungry.
3. I am/I'm **a** student. He is **a** teacher.
4. Yoko **is** not here. She **is** at school.
5. I'm from Mexico. Where **are you** from?
6. **Is** Roberto ~~he~~ a student in your class?
7. Those pictures are **beautiful**.
8. This is **your** dictionary. It **is/It's** not my dictionary.
9. Mr. Lee **has** a brown coat.
10. They **aren't** here today.
11. **These** books are expensive. OR This **book is** expensive.
12. Cuba is **an** island.

**EXERCISE 32, p. 47.**

- |      |      |      |       |
|------|------|------|-------|
| 1. C | 4. B | 7. C | 10. A |
| 2. C | 5. B | 8. C | 11. C |
| 3. B | 6. C | 9. A | 12. B |

**EXERCISE 33, p. 48.**

- |                   |                             |
|-------------------|-----------------------------|
| 1. are not/aren't | 6. are . . . are not/aren't |
| 2. is             | 7. is not/isn't . . . is    |
| 3. am/am not      | 8. is                       |
| 4. are            | 9. are                      |
| 5. are            | 10. is not/isn't . . . is   |

**EXERCISE 34, p. 49**

1. A: is  
B: has  
A: are  
B: have
2. A: What is/What's  
B: is a  
A: Who is  
B: my  
A: Who are
3. A: this/that . . . this/that  
B: (free response)
4. (free response)
5. (free response)
6. A: What is/What's a . . . What is/What's a  
B: It is/It's an  
A: Is a  
B: They are/They're

**EXERCISE 37, p. 51.**

- |                  |                      |
|------------------|----------------------|
| 3. I am/I'm      | 16. She is/She's     |
| 4. I am/I'm      | 17. my               |
| 5. My            | 18. is               |
| 6. is            | 19. He is/He's       |
| 7. He is/He's    | 20. has              |
| 8. My            | 21. It is/It's       |
| 9. is            | 22. is               |
| 10. She is/She's | 23. His              |
| 11. have         | 24. He is/He's       |
| 12. are          | 25. He is/He's       |
| 13. is           | 26. They are/They're |
| 14. She is/She's | 27. my               |
| 15. is           | 28. They are/They're |

**Chapter 3: USING THE SIMPLE PRESENT****EXERCISE 2, p. 55.**

1. I **wake** up early every day.
2. My brother **wakes** up late.
3. He **gets** up at 11:00.
4. I **go** to school at 8:00.
5. My mother **does** exercises every morning.
6. My little sister **watches** TV in the morning.
7. I **take** the bus to school.
8. My brother **takes** the bus to school.
9. My friends **take** the bus too.
10. We **talk** about our day.

**EXERCISE 3, p. 55.**

- |           |           |          |
|-----------|-----------|----------|
| 2. drinks | 5. study  | 8. stops |
| 3. take   | 6. walk   | 9. eat   |
| 4. takes  | 7. begins | 10. go   |

**EXERCISE 4, p. 56.**

- |            |              |           |
|------------|--------------|-----------|
| 2. usually | 4. sometimes | 6. rarely |
| 3. often   | 5. seldom    | 7. never  |

**EXERCISE 5, p. 57.**

- | S               | V      |                                   |
|-----------------|--------|-----------------------------------|
| 2. I            | eat    | I never eat carrots               |
| 3. I            | watch  | I seldom watch TV                 |
| 4. I            | have   | I sometimes have tea              |
| 5. Sonya        | eats   | Sonya usually eats lunch          |
| 6. Joe          | drinks | Joe rarely drinks tea.            |
| 7. We           | listen | We often listen to music          |
| 8. The students | speak  | The students always speak English |

**EXERCISE 7, p. 58.**

- |                            |                                |
|----------------------------|--------------------------------|
| 2. once . . . rarely       | 5. five times . . . often      |
| 3. twice . . . seldom      | 6. never                       |
| 4. six times . . . usually | 7. three times . . . sometimes |

**EXERCISE 8, p. 59.**

1. I go to work every **morning**.
2. I celebrate my birthday every **year**.
3. Our son is two **years** old.
4. I use my computer every **day**.
5. Bob uses his computer five **days** a week.
6. I eat three **times** a day.
7. Anna listens to the radio every **night**.
8. I visit my uncle every **month**.

**EXERCISE 9, p. 60.**

3. Maria is **often** late for class.
4. Maria **often** comes to class late.
5. It **never** snows in my hometown.
6. It is **never** very cold in my hometown.
7. Bob is **usually** at home in the evening.
8. Bob **usually** stays at home in the evening.
9. Tom **seldom** studies at the library in the evening.
10. His classmates are **seldom** at the library in the evening.
11. I **sometimes** skip breakfast.
12. I **rarely** have time for a big breakfast.
13. I am **usually** very hungry by lunchtime.
14. Sue **never** drinks coffee.

**EXERCISE 12, p. 61.**

- |            |                         |
|------------|-------------------------|
| 2. teaches | 7. wears                |
| 3. fixes   | 8. washes               |
| 4. drinks  | 9. walks                |
| 5. watches | 10. stretches ... yawns |
| 6. kisses  |                         |

**EXERCISE 13, p. 62.**

1. Mrs. Miller **teaches** English on Saturdays.
2. Mr. and Mrs. Smith **teach** English in the evenings.
3. Doug **fixes** cars.
4. His son **fixes** cars too.
5. Carlos and Chris **watch** DVDs on weekends.
6. Their daughter **watches** videos.
7. I **brush** my hair every morning.
8. Jimmy seldom **brushes** his hair.
9. The Johnsons **wash** their car every weekend.
10. Susan rarely **washes** her car.

**EXERCISE 14, p. 62**

gets ... cooks ... sits ... washes ... turns ... watches  
... takes ... brushes ... reads ... falls

**EXERCISE 15, p. 63.**

- |            |           |           |
|------------|-----------|-----------|
| 1. tries   | 5. flies  | 8. buys   |
| 2. studies | 6. stays  | 9. pays   |
| 3. says    | 7. enjoys | 10. plays |
| 4. worries |           |           |

**EXERCISE 16, p. 63.**

- |                  |                   |
|------------------|-------------------|
| 2. seldom cries  | 6. always carries |
| 3. studies       | 7. seldom buys    |
| 4. usually stays | 8. worries        |
| 5. flies         | 9. enjoys         |

**EXERCISE 17, p. 64.**

- |         |         |         |
|---------|---------|---------|
| 3. have | 6. has  | 9. goes |
| 4. has  | 7. does | ... go  |
| 5. goes | 8. do   | 10. go  |

**EXERCISE 18, p. 65.**

- |         |          |          |
|---------|----------|----------|
| 3. is   | 7. has   | 11. has  |
| 4. has  | 8. does  | 12. goes |
| 5. has  | 9. has   | 13. is   |
| 6. goes | 10. does | 14. is   |

**EXERCISE 20, p. 67.**

2. usually studies
3. bites
4. cashes
5. worry ... never worries ... studies
6. teach ... teaches
7. fly ... have
8. flies ... has
9. always does ... never goes
10. always says
11. always pays ... answers ... listens ... asks
12. enjoys ... often tries ... likes ... invites ...  
go ... watch ... has ... watches ... makes ...  
washes ... cleans ... never cook ... is ... loves

**EXERCISE 23, p. 69.**

- |                 |                  |
|-----------------|------------------|
| 3. doesn't know | 10. isn't        |
| 4. don't need   | 11. aren't       |
| 5. doesn't snow | 12. don't have   |
| 6. don't speak  | 13. doesn't have |
| 7. 'm not       | 14. isn't        |
| 8. don't live   | 15. doesn't rain |
| 9. doesn't have |                  |

**EXERCISE 26, p. 72.**

- |                  |                    |
|------------------|--------------------|
| 2. don't speak   | 7. don't do        |
| 3. doesn't shave | 8. doesn't drink   |
| 4. don't go      | 9. doesn't make    |
| 5. doesn't smoke | 10. don't do       |
| 6. don't eat     | 11. doesn't put on |

**EXERCISE 28, p. 74.**

3. A: Do you speak Chinese?  
B: No, I don't.
4. A: Does Ann speak Italian?  
B: Yes, she does.
5. A: Do Ann and Tom speak Arabic?  
B: No, they don't.

6. A: Do you exercise every morning?  
B: Yes, I do.
7. A: Does Sue have a cold?  
B: Yes, she does.
8. A: Does Jim do his homework every day?  
B: No, he doesn't.
9. A: Does it rain a lot in April?  
B: Yes, it does.
10. A: Do frogs have tails?  
B: No, they don't.

### EXERCISE 32, p. 78.

3. Where does Peter work?
4. Does Peter work at the post office?
5. Do you live in an apartment?
6. Where do you live?
7. Where does Bill eat dinner every day?
8. Where do you sit during class?
9. Where does Jessica go to school?
10. Where is your book?
11. Where do you go every morning?
12. Where are the students?
13. Where do kangaroos live?

### EXERCISE 34, p. 80.

3. When/What time do you get up?
4. When/What time does Maria usually get up?
5. When/What time does the movie start?
6. When/What time do you usually go to bed?
7. When/What time do you usually eat lunch?
8. When/What time does the restaurant open?
9. When/What time does the train leave?
10. When/What time do you usually eat dinner?
11. When/What time do your classes begin?
12. When/What time does the library close on Saturday?

### EXERCISE 37, p. 82.

- |        |          |          |
|--------|----------|----------|
| 2. Do  | 7. Do    | 12. Is   |
| 3. is  | 8. Are   | 13. does |
| 4. Are | 9. Does  | 14. Does |
| 5. are | 10. Do   | 15. Are  |
| 6. do  | 11. Does | 16. Do   |

### EXERCISE 46, p. 90.

Name	Where does she/he live?	What does he/she do?	Where does she/he work?	What pets does he/she have?
Peter	(on a boat)	catches fish	on his boat	a turtle
Kathy	in a cabin in the mountains	(teaches skiing)	at a ski school	ten fish
Ron	in an apartment in the city	makes jewelry	(at a jewelry store)	three cats
Lisa	in a beach cabin on an island	surfs and swims	has no job	(a snake)
Jack	in a house in the country	designs web pages	at home	a horse

### EXERCISE 38, p. 84.

2. Does (no)
3. Do (yes)
4. Is (no) [It's a star.]
5. Are (no)
6. Is (yes) [Around 900 degrees Fahrenheit.]
7. Is (no) [You need a telescope.]
8. Is (yes) [The winds are stronger than the earth's winds.]
9. Do (yes)
10. Do (yes) [Saturn has at least 24; Uranus has at least 21.]

### EXERCISE 40, p. 85.

(1) My friend Abdul lives in an apartment near school. (2) He walks to school almost every day. (3) Sometimes he catches a bus, especially if it's cold and rainy outside. (4) Abdul shares the apartment with Pablo. (5) Pablo comes from Venezuela. (6) Abdul and Pablo go to the same school. (7) They take English classes. (8) Abdul speaks Arabic as his first language, and Pablo speaks Spanish. (9) They communicate in English. (10) Sometimes Abdul tries to teach Pablo to speak a little Arabic, and Pablo gives Abdul Spanish lessons. (11) They laugh a lot during the Arabic and Spanish lessons. (12) Abdul enjoys having Pablo as his roommate, but he misses his family back in Saudi Arabia.

### EXERCISE 42, p. 87.

- |                 |               |
|-----------------|---------------|
| 1. Do you study | 6. don't like |
| 2. study        | 7. are you    |
| 3. studies      | 8. want       |
| 4. Do you spend | 9. don't want |
| 5. spend        | 10. think     |

### EXERCISE 43, p. 88.

- |                   |                 |
|-------------------|-----------------|
| 1. have           | 7. never washes |
| 2. washes         | 8. wears        |
| 3. Do you know    | 9. is always    |
| 4. is             | 10. is always   |
| 5. doesn't change | 11. says        |
| 6. keeps          | 12. takes       |

### EXERCISE 47, p. 91.

- Ann **usually comes** to class on time.
- Peter **uses** his cell phone often.
- Amy **carries** a **computer notebook** to work every day.
- She **enjoys** her job.
- I **don't** know Joe.
- Mike **doesn't** like milk. He never **drinks** it.
- Tina doesn't **speak** Chinese. She **speaks** Spanish.
- Are you** a student?
- Does your roommate **sleep** with the window open?
- A: Do you like strong coffee?  
B: Yes, I **do**.
- Where **do** your parents live?
- What time **does** your English class **begin**?
- Olga **doesn't** need a car. She **has** a bicycle.
- Does** Pablo **do** his homework every day?

## Chapter 4: USING THE PRESENT PROGRESSIVE

### EXERCISE 7, p. 96.

- |        |       |        |
|--------|-------|--------|
| 1. yes | 5. no | 8. yes |
| 2. yes | 6. no | 9. no  |
| 3. no  | 7. no | 10. no |
| 4. no  |       |        |

### EXERCISE 8, p. 96.

- |             |             |
|-------------|-------------|
| 2. riding   | 8. counting |
| 3. running  | 9. fixing   |
| 4. stopping | 10. writing |
| 5. raining  | 11. growing |
| 6. sleeping | 12. waiting |
| 7. pushing  |             |

### EXERCISE 9, p. 97.

- |             |              |
|-------------|--------------|
| 2. coming   | 8. planning  |
| 3. dreaming | 9. dining    |
| 4. biting   | 10. snowing  |
| 5. hitting  | 11. studying |
| 6. joining  | 12. warning  |
| 7. hurting  |              |

### EXERCISE 10, p. 98.

- |             |              |
|-------------|--------------|
| 1. smiling  | 9. eating    |
| 2. flying   | 10. running  |
| 3. laughing | 11. singing  |
| 4. sitting  | 12. reading  |
| 5. standing | 13. drinking |
| 6. sleeping | 14. sneezing |
| 7. clapping | 15. crying   |
| 8. writing  | 16. cutting  |

### EXERCISE 12, p. 99.

- watching the news . . . talking on the phone.
- is listening to music . . . not playing the piano.

- is reading a magazine . . . not reading a book.
- aren't flying . . . sitting on a telephone wire.

### EXERCISE 15, p. 102.

- Is John riding a bicycle?
- Are you sleeping?
- Are the students watching TV?
- Is it raining outside?

### EXERCISE 18, p. 104.

- Why are you reading your grammar book?
- What are you writing in your grammar book?
- Where is Seung sitting?
- Where are you living?
- What is Roberto wearing today?
- Why are you smiling?

### EXERCISE 19, p. 105.

- A: Is Anna eating lunch?  
B: she is.
- is she eating?
- A: Is Mike drinking a cup of coffee?  
B: he isn't.
- is he drinking?
- A: Are the girls playing in the street?  
B: they aren't.
- are they playing?
- are they playing in the park?

### EXERCISE 20, p. 107.

- . . . is talking . . . isn't talking
- rains . . . isn't raining . . . is shining . . . Does it rain
- sit . . . help . . . is helping
- cooks . . . is cooking . . . Is he cooking . . .  
doesn't eat . . . Do you eat . . . Are you

### EXERCISE 21, p. 107.

- |              |              |
|--------------|--------------|
| 1. every day | 5. every day |
| 2. now       | 6. now       |
| 3. now       | 7. every day |
| 4. every day | 8. now       |

### EXERCISE 23, p. 108.

- |                  |                |
|------------------|----------------|
| 1. Are . . . is  | 6. am . . . Do |
| 2. Do            | 7. does        |
| 3. is . . . Does | 8. is          |
| 4. do            | 9. do          |
| 5. Am            | 10. Do         |

### EXERCISE 24, p. 109.

- |  |  |
|--|--|
| 2. A: walk . . . don't take<br>. . . Do you take | 5. A: are you reading<br>B: am reading |
| 3. B: is she talking<br>A: is running            | 6. A: Do you want<br>B: Is this        |
| 4. A: read<br>B: Do you read<br>A: don't read    | A: Is hanging                          |

### EXERCISE 25 p. 110.

- |  |  |
|--|--|
| 1. A: Does ... have<br>B: (Yes.)<br>A: Does he wear<br>B: (No.)<br>A: Is he wearing<br>B: don't know<br>A: think | 2. A: Do ... dream<br>B: aren't<br>A: is sleeping ... are<br>... is barking ...<br>moving ... am ...<br>is dreaming ...<br>dream |
|--|--|

### EXERCISE 26, p. 111.

- A: Are you working  
B: I'm not ... I'm writing  
A: Do you write  
B: don't write  
A: Does she write  
B: get ... Do you get  
A: like

### EXERCISE 27, p. 112.

- is snowing ... like
- know
- is talking ... understand
- is eating ... likes ... tastes
- smell ... Do you smell
- is telling ... believe ... think
- is smoking ... smells ... hate
- is holding ... loves ... is smiling

### EXERCISE 28, p. 113.

#### Questions:

- What do you like?
- What do babies around the world like?
- What do you want?
- What do children around the world want?
- What do you love?
- What do teenagers around the world love?
- What do you dislike or hate?
- What do people around the world dislike or hate?
- What do you need?
- What do elderly people around the world need?

### EXERCISE 30, p. 115.

- speaks ... is speaking
- are doing ... do
- am looking ... is writing ... is looking ... is biting  
... is smiling ... is sleeping ... is chewing
- works ... has ... often eats ... usually brings ...  
usually sits ... sits ... watches ... watches ...  
relaxes
- am looking ... isn't ... is ... is sitting ... is eating  
... is running ... is sitting ... is eating ... is  
watching ... always watches ... are swimming ...  
are flying ... is riding ... rides ... is having ... go

### EXERCISE 34, p. 119.

- |      |      |       |
|------|------|-------|
| 2. B | 5. B | 8. A  |
| 3. C | 6. C | 9. A  |
| 4. C | 7. B | 10. B |

### EXERCISE 35, p. 119.

- It's **raining** today. I **don't** like the rain.
- I like New York City. I **think** that it is a wonderful city.
- Is** Abdul **sleeping** right now?
- Why **are you** going downtown today?
- I'm listening to you.
- Do you hear** a noise outside the window?
- Kunio **is** at a restaurant right now. He usually **eats** at home, but today he **is eating** dinner at a restaurant.
- I **like** flowers. They **smell** good.
- Alex is **sitting** at his desk. He's **writing** a letter.
- Where **are they** sitting today?

## Chapter 5: TALKING ABOUT THE PRESENT

### EXERCISE 2, p. 122.

- What's the date today?
- What time is it?
- What month is it?
- What time is it?
- What day is it?
- What's the date today?
- What year is it?
- What time is it?

### EXERCISE 3, p. 123.

- |                |                 |
|----------------|-----------------|
| 2. from ... to | 8. on           |
| 3. in ... in   | 9. on           |
| 4. in          | 10. on          |
| 5. at          | 11. from ... to |
| 6. in          | 12. at          |
| 7. in          |                 |

### EXERCISE 4, p. 124.

#### PART I.

- |         |        |
|---------|--------|
| 1. Ann  | 3. Ron |
| 2. Lisa | 4. Tom |

#### PART II.

- in ... on ... Tom
- in ... on ... Ann
- in ... at ... Lisa
- Ron ... in ... on ... in

### EXERCISE 6, p. 125.

- 0° C cold, freezing
- 38° C hot
- 24° C warm
- 18° C very cold, below freezing



**EXERCISE 7, p. 126.**

- |          |           |           |
|----------|-----------|-----------|
| 2. 34° F | 5. 62° F  | 8. 14° C  |
| 3. 90° F | 6. 7.5° C | 9. 35° C  |
| 4. 50° F | 7. 20° C  | 10. -5° C |

**EXERCISE 9, p. 128.**

- |             |                   |
|-------------|-------------------|
| 3. is (yes) |                   |
| 4. are (no) |                   |
| 5. is       | } (free response) |
| 6. are      |                   |
| 7. are      |                   |
| 8. is       |                   |
| 9. are      |                   |
| 10. is      |                   |
| 11. are     |                   |
| 12. are     |                   |

**EXERCISE 12, p. 130.**

- |             |             |
|-------------|-------------|
| 1. There're | 5. There's  |
| 2. There's  | 6. There're |
| 3. There're | 7. There're |
| 4. There's  | 8. There's  |

**EXERCISE 16, p. 132.***Teacher's key.*

	a swimming pool	a beach	tennis courts	horses	ocean-view rooms
Hotel 1	(yes)	yes	yes	no	yes
Hotel 2	yes	(yes)	yes	yes	no
Hotel 3	yes	yes	(yes)	yes	yes
Hotel 4	yes	yes	no	(yes)	yes
Hotel 5	no	yes	yes	yes	(yes)

**EXERCISE 19, p. 134.**

- in
- in
- on
- at . . . in
- First Street
- Miami / Florida / Miami, Florida
- 342 First Street
- 11. (free response)

**EXERCISE 20, p. 136.**

- |                          |                      |
|--------------------------|----------------------|
| 2. under/in front of     | 8. around            |
| 3. above/behind          | 9. outside/next to   |
| 4. beside, near, next to | 10. front            |
| 5. far (away) from       | 11. back             |
| 6. in/inside             | 12. the front/inside |
| 7. between               | 13. the back/inside  |

**EXERCISE 23, p. 138.**

- |        |         |         |
|--------|---------|---------|
| 1. yes | 6. yes  | 11. no  |
| 2. no  | 7. no   | 12. yes |
| 3. yes | 8. yes  | 13. no  |
| 4. no  | 9. yes  | 14. yes |
| 5. yes | 10. yes | 15. yes |

**EXERCISE 24, p. 139.****PART I.**

- Mary is eating at/in a restaurant.
- I see a cup of coffee, a vase of flowers, a candle, a bowl of salad, a glass of water, a plate, and a piece of meat.
- Mary is holding a knife in her right hand. She is holding a fork in her left hand.
- There's some salad in the bowl.
- There's a steak/a piece of meat on the plate.
- There's coffee in the cup.
- A candle is burning.
- No, Mary isn't eating breakfast.
- No, Mary isn't at home. She's at/in a restaurant.
- She's cutting a steak/a piece of meat.

**PART II.**

- |                 |           |
|-----------------|-----------|
| 11. at          | 15. at/in |
| 12. on          | 16. isn't |
| 13. in          | 17. isn't |
| 14. is . . . in |           |

**EXERCISE 25, p. 140.****PART I.**

- John is studying.
- I see a clock, a sign, some books, some bookshelves, a librarian, a desk, a plant, a table, three chairs, and two students.
- No, John isn't at home. He's at the library.
- No, John isn't reading a newspaper.
- The librarian is standing behind the circulation desk.
- John is right handed.

**PART II.**

- |           |                         |
|-----------|-------------------------|
| 7. at/in  | 12. on                  |
| 8. at     | 13. on                  |
| 9. in/on  | 14. isn't               |
| 10. under | 15. is . . . behind     |
| 11. on    | 16. beside/near/next to |

**EXERCISE 26, p. 141.****PART I.**

- Mary is signing/writing a check.
- Mary's address is 3471 Tree Street, Chicago, Illinois 60565.
- Mary's full name is Mary S. Jones.
- Mary's middle initial is S.
- Mary's last name is Jones.
- Mary wants fifty dollars.

7. Mary's name and address are in the upper-left corner of the check.
8. The bank's name and address are in the lower-left corner of the check. OR Mary's bank account number is in the lower-left corner of the check.
9. The name of the bank is First National Bank.

#### PART II.

- |           |                 |
|-----------|-----------------|
| 10. check | 13. at          |
| 11. her   | 14. in          |
| 12. of    | 15. in . . . of |

### EXERCISE 27, p. 142.

#### PART I.

1. Mary is cashing a check.
2. No, Mary isn't at a store. She's at/in a bank.
3. I see a bank teller, a clock, a sign, a line of people, a check, a purse/handbag/pocketbook, a briefcase, a tie/necktie, eyeglasses, a suit, a T-shirt, a beard and a mustache, pants, jeans, and a dress.
4. A woman is standing behind Mary.
5. A man is standing at the end of the line.
6. There are three men in the picture.
7. There are two women in the picture.
8. There are five people in the picture.
9. There are four people standing in line.

#### PART II.

- |                       |                                |
|-----------------------|--------------------------------|
| 10. at/in/inside      | 14. is . . . behind/in back of |
| 11. are               | 15. isn't . . . at . . . of    |
| 12. at/in front of    | 16. is . . . at . . . of       |
| 13. behind/in back of | 17. is . . . between           |

### EXERCISE 28, p. 143.

3. Linda wants to go to the bookstore.
4. (no change)
5. I need to make a telephone call.
6. (no change)
7. Do you want to go to the movie with us?
8. (no change)

### EXERCISE 30, p. 144.

- |                        |                           |
|------------------------|---------------------------|
| 2. to go . . . to buy  | 9. to marry               |
| 3. to watch            | 10. to take               |
| 4. to play             | 11. to go                 |
| 5. to call             | 12. to listen to          |
| 6. to go . . . to cash | 13. to take . . . to walk |
| 7. to do               | 14. to pay                |
| 8. to wash             |                           |

### EXERCISE 31, p. 145.

1. do you want to go
2. do you want to go

3. doesn't want to go . . . she needs to study
4. I want to take
5. We don't need to come
6. wants to go back . . . he wants to change
7. A: do you want to go  
B: I want to visit
8. I need to look up
9. A: Do you want to go  
B: I need to get

### EXERCISE 32, p. 147.

3. Ahmed and Anita would like
4. They would like
5. A: Would you like  
B: I would
6. I would like to thank
7. My friends would like to thank
8. A: Would Robert like to ride  
B: he would

### EXERCISE 34, p. 148.

- |            |             |
|------------|-------------|
| 1. 'd like | 6. likes    |
| 2. like    | 7. like     |
| 3. 'd like | 8. like     |
| 4. likes   | 9. 'd like  |
| 5. 'd like | 10. 'd like |

### EXERCISE 37, p. 150.

#### PART I.

1. John/He is cooking/making dinner.
2. I see a kitchen, a stove, a pot, a salt shaker, a pepper shaker, a clock, a refrigerator, a spoon, and a shopping/grocery list
3. John is in the kitchen./John is at the stove.
4. Yes, John/he is tasting his dinner.
5. No, John isn't a good cook. [because he doesn't like the taste of the food]
6. The refrigerator is beside/near/next to the stove. [behind John]
7. There's a shopping/grocery list on the refrigerator.
8. The food on the stove is hot.
9. The food in the refrigerator is cold.

#### PART II.

- |                         |                 |
|-------------------------|-----------------|
| 10. in                  | 14. to go       |
| 11. on                  | 15. on          |
| 12. beside/near/next to | 16. on . . . of |
| 13. on                  | 17. in          |

### EXERCISE 38, p. 151.

#### PART I.

1. John and Mary are sitting on a sofa. They're watching TV.

2. I see a TV set, a table, a fishbowl, a fish, a rug, a dog, a cat, a lamp, a clock, and a sofa.
3. No, John and Mary aren't in the kitchen. They're in the living room.
4. The lamp is on the floor. The lamp is beside/near/next to the sofa.
5. The rug is on the floor in front of the sofa.
6. The dog is on the rug.
7. The cat is on the sofa. OR The cat is beside/next to Mary.
8. No, the cat isn't walking. The cat's sleeping.
9. The dog is sleeping (too).
10. A fishbowl is on top of the TV set. OR There's a fishbowl on top of the TV set.
11. No, the fish isn't watching TV.
12. There's a singer on the TV screen. John and Mary are watching a singer on TV.

#### PART II.

- |                  |                 |
|------------------|-----------------|
| 13. are . . . to | 16. on          |
| 14. are . . . on | 17. is . . . on |
| 15. aren't       | 18. is . . . on |

### EXERCISE 39, p. 152.

#### PART I.

1. John and Mary are talking to each other on the phone.
2. I see a clock, a refrigerator, a calendar, two phones, a table, a pen, a chair, a piece of paper, a telephone book, and a picture on the wall.
3. Yes, John/he is happy. Yes, Mary/she is happy. Yes, John and Mary/they are smiling.
4. No, they aren't sad. / No, they're not sad.
5. John is standing. Mary is sitting.
6. No, John isn't in his bedroom. He's in his kitchen.
7. Mary is drawing a heart.
8. There's a telephone book on Mary's table. OR There's a piece of paper. OR There's/are a telephone book and a piece of paper on Mary's table.
9. There's a clock on the wall next to the refrigerator. OR There's a calendar on the wall next to the refrigerator. OR A clock and a calendar are on the wall next to the refrigerator.
10. The clock is on the wall next to the refrigerator.
11. It's eight-thirty/half past eight.
12. There's a picture of a mountain on the wall above the table.

#### PART II.

13. are . . . on
14. is . . . to . . . is . . . to . . . are . . . each
15. in . . . in front of/near/next to/beside
16. on
17. is . . . at . . . drawing
18. talk
19. on
20. of . . . above

### EXERCISE 40, p. 153.

#### PART I.

1. Mary is sleeping. She's dreaming about John.
2. John is sleeping. He's dreaming about Mary.
3. Mary and John are sleeping and dreaming about each other.
4. I see an alarm clock, two pillows, two heads, and two beds.
5. Yes, she is. Mary is in her bedroom.
6. No, John isn't in class. He's in his bedroom.
7. John is/He's lying down.
8. Yes, Mary is/she's dreaming.
9. Yes, Mary and John/they are dreaming about each other.
10. Yes, Mary and John/they are in love.

#### PART II.

11. are . . . in
12. is . . . about/of . . . is . . . about/of . . . are . . . about/of
13. on
14. aren't
15. are . . . aren't
16. in
17. to

### EXERCISE 43, p. 154.

- |      |      |      |
|------|------|------|
| 2. B | 5. B | 7. C |
| 3. A | 6. C | 8. C |
| 4. C |      |      |

### EXERCISE 44, p. 154.

1. Do you want **to** go downtown with me?
2. There **are** many problems in big cities today.
3. I'd like **to** see a movie tonight.
4. We **need** to find a new apartment soon.
5. Mr. Rice **would like** to have a cup of tea.
6. How many students **are there** in your class?
7. Yoko and Ivan are **studying** grammar right now. They want **to** learn English.
8. I **would** like to leave now. How about you?
9. Please put the chair in **the** middle **of** the room.
10. The teacher needs to **check** our homework now.

### EXERCISE 46, p. 156.

- |                       |                       |
|-----------------------|-----------------------|
| 1. is sitting         | 12. is thinking about |
| 2. is reading         | 13. understands       |
| 3. is sitting         | 14. is cooking        |
| 4. is studying        | 15. is making         |
| 5. is listening to    | 16. is rising         |
| 6. hears              | 17. doesn't like      |
| 7. isn't listening to | 18. knows             |
| 8. is reading         | 19. is making/makes   |
| 9. is studying        | 20. is thinking about |
| 10. likes             | 21. gets              |
| 11. thinks            | 22. loves             |



- |                       |                        |
|-----------------------|------------------------|
| 23. wants             | 34. thinks             |
| 24. take              | 35. tastes             |
| 25. is standing       | 36. doesn't see        |
| 26. is taking off     | 37. doesn't smell      |
| 27. is wearing        | 38. is sleeping        |
| 28. is thinking about | 39. is dreaming about  |
| 29. wants             | 40. is playing         |
| 30. to watch          | 41. doesn't see        |
| 31. needs             | 42. is looking at      |
| 32. to go             | 43. is singing         |
| 33. is eating         | 44. isn't listening to |

## Chapter 6: NOUNS AND PRONOUNS

### EXERCISE 2, p. 159.

Nouns: dog, eyes, English, mathematics, flowers, juice, Paris

### EXERCISE 3, p. 159.

3. Children | like | candy | (none) | (none) |  
subj. verb obj. of verb prep. obj. of prep.
4. The teacher | is erasing | the board | with | her hand |  
subj. verb obj. of verb prep. obj. of prep.
5. Mike | lives | (none) | in | Africa |  
subj. verb obj. of verb prep. obj. of prep.
6. The sun | is shining | (none) | (none) | (none) |  
subj. verb obj. of verb prep. obj. of prep.
7. Robert | is reading | a book | about | butterflies |  
subj. verb obj. of verb prep. obj. of prep.
8. Tom and Ann | live | (none) | with | their parents |  
subj. verb obj. of verb prep. obj. of prep.
9. Monkeys | eat | fruit and insects | (none) | (none) |  
subj. verb obj. of verb prep. obj. of prep.
10. Mary and Bob | help | Sue | with | her homework |  
subj. verb obj. of verb prep. obj. of prep.
11. Ships | sail | (none) | across | the ocean |  
subj. verb obj. of verb prep. obj. of prep.
12. Water | contains | hydrogen and oxygen | (none) | (none) |  
subj. verb obj. of verb prep. obj. of prep.

### EXERCISE 4, p. 161.

- |  |   |
|--|---|
| 2. sister = <i>noun</i><br>beautiful = <i>adjective</i><br>house = <i>noun</i>                       | 5. Olga = <i>noun</i><br>American = <i>adjective</i><br>hamburgers = <i>noun</i>                      |
| 3. Italian = <i>adjective</i><br>restaurant = <i>noun</i>  | 6. sour = <i>adjective</i><br>apples = <i>noun</i><br>sweet = <i>adjective</i><br>fruit = <i>noun</i> |
| 4. Maria = <i>noun</i><br>favorite = <i>adjective</i><br>songs = <i>noun</i><br>shower = <i>noun</i> |   |

7. Political = *adjective*  
leaders = *noun*  
important = *adjective*  
decisions = *noun*
8. Heavy = *adjective*  
traffic = *noun*  
noisy = *adjective*  
streets = *noun*
9. Poverty = *noun*  
serious = *adjective*  
problems = *noun*  
world = *noun*
10. Young = *adjective*  
people = *noun*  
interesting = *adjective*  
ideas = *noun*  
modern = *adjective*  
music = *noun*

### EXERCISE 6, p. 162.

2. Jack = *a noun used as the subject*  
radio = *a noun used as the object of the verb "have"*  
car = *a noun used as the object of the preposition "in"*
3. Monkeys, apes = *nouns used as the subject*  
thumbs = *a noun used as the object of the verb "have"*
4. Janet = *a noun used as the subject*  
office = *a noun used as the object of the preposition "in"*
5. Scientists = *a noun used as the subject*  
origin = *a noun used as the object of the preposition "on"*  
earth = *a noun used as the object of the preposition "of"*
6. Egypt = *a noun used as the subject*  
summers, winters = *nouns used as objects of the verb "has"*
7. farmers = *a noun used as the subject*  
villages = *a noun used as the object of the preposition "in"*  
fields = *a noun used as the object of the preposition "near"*
8. cities = *a noun used as the subject*  
problems = *a noun used as the object of the verb "face"*
9. problems = *a noun used as the subject*  
poverty, pollution, crime = *nouns used as objects of the verb "include"*
10. hour = *a noun used as the subject*  
minutes = *a noun used as the object of the preposition "of"*  
day = *a noun used as the subject*  
minutes = *a noun used as the object of the preposition "of"*  
[Yes, there are 1440 minutes in a day.  $60 \times 24 = 1440$ .]

### EXERCISE 7, p. 163.

2. (Mexico)/Mexican
  - 3.-8. Sample answers:
- |                      |                    |
|----------------------|--------------------|
| France/French        | Korea/Korean       |
| Egypt/Egyptian       | Malaysia/Malaysian |
| Indonesia/Indonesian | Mexico/Mexican     |
| Italy/Italian        | America/American   |
| Japan/Japanese       |                    |

**EXERCISE 8, p. 164.**

- |                 |                  |
|-----------------|------------------|
| 2. She ... him  | 6. She ... them  |
| 3. They ... her | 7. He ... them   |
| 4. They ... him | 8. They ... them |
| 5. He ... her   |                  |

**EXERCISE 9, p. 165.**

- |                      |               |
|----------------------|---------------|
| 2. them              | 7. them. They |
| 3. it                | 8. us         |
| 4. He                | 9. It         |
| 5. him               | 10. We ... it |
| 6. her ... She ... I |               |

**EXERCISE 10, p. 165.***Questions:* When do you ...

- |                 |               |
|-----------------|---------------|
| 1. do it?       | 5. watch it?  |
| 2. visit them?  | 6. buy them?  |
| 3. read them?   | 7. wear them? |
| 4. talk to her? | 8. use it?    |

**EXERCISE 11, p. 166.**

2. it ... It
3. we ... I ... you
4. they ... They ... them
5. it. It
6. he ... him

**EXERCISE 13, p. 167.**

1. A: I are going ... with us  
B: I are going ... We need to
2. B: It's ... know her? She's from  
A: know her ... with her  
B: we enjoy ... visit us ... you  
A: I'd like
3. they do ... them ... He's ... him

**EXERCISE 14, p. 168.****LIST A**

2. countries
3. babies
4. keys
5. cities
6. parties
7. trays
8. dictionaries
9. ladies
10. Cowboys

**LIST C**

16. glasses
17. sexes
18. dishes
19. taxes
20. bushes
21. matches
22. tomatoes
23. potatoes
24. sandwiches
25. classes
26. zoos

**LIST B**

11. leaves
12. wives
13. lives
14. thieves
15. knives

**EXERCISE 16, p. 171.**

- |          |            |           |
|----------|------------|-----------|
| 2. table | 5. offices | 8. chairs |
| 3. face  | 6. boxes   | 9. edge   |
| 4. hats  | 7. package | 10. tops  |

**EXERCISE 17, p. 172.**

- |              |             |             |
|--------------|-------------|-------------|
| 2. places    | 5. apple    | 8. roses    |
| 3. sandwich  | 6. exercise | 9. bush     |
| 4. sentences | 7. pieces   | 10. college |

**EXERCISE 18, p. 172.**

1. students /s/ ... books /s/ ... backpacks /z/
2. stores /z/ ... sizes /əz/ ... clothes /z/
3. cats /s/ ... dogs /z/
4. teachers /z/ ... offices /əz/
5. Engineers /z/ ... bridges /əz/
6. tigers /z/, monkeys /z/, birds /z/, elephants /s/, bears /z/ ... snakes /s/
7. ears /z/ ... eyes /z/ ... arms /z/ ... hands /z/ ... legs /z/
8. tables /z/ ... tables /z/ ... edges /əz/
9. pages /əz/
10. apples /z/, bananas /z/, strawberries /z/ ... peaches /əz/
11. cockroaches /əz/

**EXERCISE 20, p. 175.**

- |                  |                            |
|------------------|----------------------------|
| 2. two women     | 13. two sentences          |
| 3. two teeth     | 14. two men                |
| 4. two feet      | 15. two oranges            |
| 5. two men       | 16. two feet               |
| 6. two mice      | 17. two knives             |
| 7. two fish      | 18. two sexes              |
| 8. two pages     | 19. two girls              |
| 9. two places    | 20. two exercises          |
| 10. two bananas  | 21. two teeth              |
| 11. two children | 22. two women              |
| 12. two desks    | 23. two boys and two women |

**EXERCISE 21, p. 175.**

2. Anita carries her books in her backpack  
subj. verb obj. prep. obj. of prep.
3. Snow falls (none) (none) (none)  
subj. verb obj. prep. obj. of prep.
4. Monkeys sleep (none) in trees  
subj. verb obj. prep. obj. of prep.
5. The teacher is writing words on the chalkboard  
subj. verb obj. prep. obj. of prep.
6. I like apples (none) (none)  
subj. verb obj. prep. obj. of prep.

### EXERCISE 22, p. 176.

4. This class ends at two o'clock.
5. *Inc.*
6. My mother works.
7. *Inc.*
8. My mother works in an office.
9. Does your brother have a job?
10. *Inc.*
11. Rain falls.
12. My sister lives in an apartment.
13. *Inc.*
14. The apartment has two bedrooms.
15. *Inc.*
16. *Inc.*

### EXERCISE 23, p. 177.

- |      |      |       |
|------|------|-------|
| 2. B | 5. C | 8. B  |
| 3. C | 6. A | 9. B  |
| 4. C | 7. D | 10. A |

### EXERCISE 24, p. 178.

2. Our teacher gives **difficult tests**.
3. Alex helps Mike and **me**.
4. **Babies** cry.
5. Mike and Tom **live** in an apartment.
6. There are seven **women** in this class.
7. There are nineteen **people** in my class.
8. Olga and Ivan **have** three **children**.
9. There **are** twenty **classrooms** in this building.
10. Mr. Jones is our teacher. I like **him** very much.

## Chapter 7: COUNT AND NONCOUNT NOUNS

### EXERCISE 1, p. 179.

- |      |       |       |       |
|------|-------|-------|-------|
| 5. s | 8. x  | 11. x | 14. x |
| 6. x | 9. s  | 12. s | 15. s |
| 7. x | 10. s | 13. x |       |

### EXERCISE 2, p. 181.

- |                |            |
|----------------|------------|
| 3. coin        | (count)    |
| 4. money       | (noncount) |
| 5. traffic     | (noncount) |
| 6. cars        | (count)    |
| 7. fact        | (count)    |
| 8. information | (noncount) |
| 9. homework    | (noncount) |
| 10. assignment | (count)    |
| 11. music      | (noncount) |
| 12. coffee     | (noncount) |
| 13. library    | (count)    |
| 14. vocabulary | (noncount) |
| 15. advice     | (noncount) |
| 16. job        | (count)    |
| 17. work       | (noncount) |
| 18. bracelets  | (count)    |

### EXERCISE 3, p. 182.

- | NONCOUNT       | COUNT         |
|----------------|---------------|
| 2. advice      | a suggestion  |
| 3. furniture   | a desk        |
| 4. homework    | an assignment |
| 5. information | a fact        |
| 6. jewelry     | a bracelet    |
| 7. money       | a coin        |
| 8. music       | a song        |
| 9. weather     | a cloud       |
| 10. work       | a job         |

### EXERCISE 5, p. 183.

- |                  |                            |
|------------------|----------------------------|
| 1. an apple      | 9. An hour                 |
| 2. a banana      | 10. A healthy person       |
| 3. an office     | 11. A horse                |
| 4. an idea       | 12. an honest worker       |
| 5. a good idea   | 13. a math tutor           |
| 6. a class       | 14. A university . . .     |
| 7. an easy class | an educational institution |
| 8. an island     | 15. an unusual job         |

### EXERCISE 6, p. 184.

2. a small apartment
3. an hour
4. an interesting class
5. a new teacher
6. an office
7. an insurance office
8. a nurse
9. a hospital
10. a difficult job

### EXERCISE 7, p. 185.

4. a (sing. count)
5. some (pl. count)
6. some (noncount)
7. a (sing. count)
8. some (pl. count)
9. some (pl. count)
10. some (noncount)
11. some (noncount)
12. an (sing. count)

### EXERCISE 8, p. 185.

- |               |                   |
|---------------|-------------------|
| 3. a desk     | 6. some apples    |
| 4. some desks | 7. an exercise    |
| 5. an apple   | 8. some exercises |

### EXERCISE 9, p. 186.

- |         |          |
|---------|----------|
| 3. some | 7. some  |
| 4. a    | 8. a     |
| 5. some | 9. some  |
| 6. an   | 10. some |

**EXERCISE 11, p. 187.**

2. some homework
3. some work
4. a job . . . a teacher
5. a table . . . a sofa . . . some chairs
6. some furniture
7. some music
8. an orange
9. some oranges . . . some fruit
10. some information
11. some advice
12. some cars . . . a bus . . . some trucks . . . some traffic

**EXERCISE 12, p. 188.***Partner B's answers:*

1. an apple
2. some apples
3. a child
4. some children
5. some music
6. a flower
7. a man
8. an old man
9. some men
10. an island
11. some rice
12. some advice
13. an hour
14. a horse
15. some food

*Partner A's answers:*

16. an animal
17. some animals
18. a chair
19. some chairs
20. some furniture
21. some homework
22. an orange
23. some bananas
24. a banana
25. some fruit
26. a university
27. an uncle
28. some people
29. a house
30. some bread

**EXERCISE 13, p. 189.**

- |                 |                      |
|-----------------|----------------------|
| 4. music        | 12. help             |
| 5. flowers      | 13. sandwiches       |
| 6. information  | 14. animals          |
| 7. jewelry      | 15. bananas          |
| 8. children     | 16. fruit            |
| 9. homework     | 17. weather          |
| 10. advice      | 18. pictures         |
| 11. suggestions | 19. rice . . . beans |

**EXERCISE 14, p. 190.**

3. I have some coins in my pocket.
4. *(none)*
5. *(none)*
6. There are some cars on Main Street.
7. *(none)*
8. *(none)*
9. *(none)*
10. *(none)* . . . *(none)*
11. There are some dictionaries on the shelf.
12. *(none)*
13. Here are some flowers from my garden.
14. *(none)*
15. some apples
16. some potatoes . . . *(none)*

**EXERCISE 15, p. 191.**

- |                              |                             |
|------------------------------|-----------------------------|
| 2. a piece of bread          | 7. a piece of meat          |
| 3. a cup of/a glass of water | 8. a glass of wine          |
| 4. a cup of coffee           | 9. a piece of fruit         |
| 5. a piece of cheese         | 10. a bowl of/a cup of rice |
| 6. a bowl of/a cup of soup   |                             |

**EXERCISE 20, p. 194.***Partner B's answers:*

1. a. some food.  
b. an apple.  
c. a sandwich.  
d. a bowl of soup.
2. a. a glass of milk.  
b. some water.  
c. a cup of tea.
3. a. some medicine.  
b. an ambulance.
4. a. a coat.  
b. a hat.  
c. some warm clothes.  
d. some heat.
5. a. some sleep.  
b. a break.  
c. a relaxing vacation.

*Partner A's answers:*

6. a. a snack.  
b. some fruit.  
c. an orange.  
d. a piece of chicken.
7. a. some juice.  
b. a bottle of water.  
c. a glass of ice tea.
8. a. a doctor.  
b. some help.
9. a. some boots.  
b. a blanket.  
c. a hot bath.  
d. some gloves.
10. a. some strong coffee.  
b. a break.  
c. a vacation.  
d. a nap.

**EXERCISE 21, p. 195.**

- |                    |                           |
|--------------------|---------------------------|
| 3. many cities     | 9. many skyscrapers . . . |
| 4. much sugar      | many tall buildings       |
| 5. many questions  | 10. much work             |
| 6. much furniture  | 11. much coffee           |
| 7. many people     | 12. many friends          |
| 8. much mail . . . | 13. much fruit            |
| many letters       | 14. much coffee           |
|                    | 15. many letters          |

**EXERCISE 22, p. 195.**

- |                   |                   |
|-------------------|-------------------|
| 3. many languages | 6. much sugar     |
| 4. much homework  | 7. many sentences |
| 5. much tea       | 8. much water     |

**EXERCISE 24, p. 197.**

- |                        |                          |
|------------------------|--------------------------|
| 2. a little salt       | 6. a little homework     |
| 3. a few questions     | 7. a little mail         |
| 4. a little help . . . | 8. a few letters         |
| a few problems . . .   | 9. a little cheese       |
| a little advice        | 10. a few oral exercises |
| 5. a few clothes       |                          |

**EXERCISE 25, p. 197.***PARTNER A*

1. many pens
2. much tea
3. much rice
4. many apples

*PARTNER B*

- a few
- a little
- a little
- a few

5. much money                      a little
6. much help                        a little
7. many toys                        a few

PARTNER B

1. much salt                        a little
2. many bananas                   a few
3. much soup                       a little
4. much coffee                     a little
5. many assignments              a few
6. much cheese                    a little
7. many books                     a few

PARTNER A

### EXERCISE 26, p. 198.

- |                |                  |
|----------------|------------------|
| 2. Leaves      | 14. valleys      |
| 3. sexes       | 15. weather      |
| 4. knives      | 16. Thieves      |
| 5. information | 17. Strawberries |
| 6. paper       | 18. trays        |
| 7. dishes      | 19. sizes        |
| 8. women       | 20. glasses      |
| 9. bushes      | 21. fish         |
| 10. homework   | 22. centimeters  |
| 11. pages      | 23. inches       |
| 12. pieces     | 24. feet         |
| 13. edges      |                  |

### EXERCISE 27, p. 200.

1. (a notebook) . . . a grammar book . . .  
The notebook . . . The grammar book
2. a woman . . . a man . . .  
The woman . . . The man
3. a ring . . . a necklace . . . The ring
4. a magazine . . . a newspaper . . .  
the newspaper . . . the magazine
5. a circle . . . a triangle . . . a square . . .  
a rectangle . . . The circle . . . the triangle  
The square . . . the triangle . . . the rectangle
6. an apartment . . . an old building . . . the apartment  
. . . The building
7. a card . . . a flower . . . The card . . . the card . . .  
the flower
8. a hotel . . . The hotel

### EXERCISE 28, p. 201.

- |               |               |
|---------------|---------------|
| 1. a chair    | 12. a woman   |
| 2. a desk     | 13. The man   |
| 3. a window   | 14. The woman |
| 4. a plant    | 15. a dog     |
| 5. the chair  | 16. a cat     |
| 6. The chair  | 17. a bird    |
| 7. the window | 18. a cage    |
| 8. the plant  | 19. the dog   |
| 9. The plant  | 20. the cat   |
| 10. the chair | 21. The cat   |
| 11. a man     | 22. the bird  |

### EXERCISE 29, p. 202.

1. A: a coat  
B: an umbrella
2. B: The weather  
A: the coat . . . the umbrella . . . the kitchen
3. a good job . . . an office . . . a computer
4. the computer
5. a stamp
6. A: an egg  
B: a glass
7. the floor
8. the moon . . . The moon
9. a telephone
10. the telephone

### EXERCISE 30, p. 203.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 3. Ø                            | 10. The coffee . . .<br>the tea |
| 4. the bananas                  | 11. The pages                   |
| 5. Ø                            | 12. Ø . . . Ø                   |
| 6. The food                     | 13. the fruit . . .             |
| 7. Ø . . . Ø                    | the vegetables                  |
| 8. the salt . . .<br>the pepper | 14. Ø . . . Ø                   |
| 9. Ø                            |                                 |

### EXERCISE 31, p. 204.

- |             |             |
|-------------|-------------|
| 2. general  | 6. specific |
| 3. specific | 7. specific |
| 4. general  | 8. specific |
| 5. general  |             |

### EXERCISE 32, p. 205.

1. A: a pen  
B: the counter . . . the kitchen
2. A: the keys . . . the car  
B: a set
3. A: a noise  
B: a bird . . . a woodpecker
4. A: a university  
B: an English professor  
A: the department
5. B: an hour  
A: the clock  
B: a new battery

### EXERCISE 33, p. 206.

4. some/any help
5. any help
6. some help
7. any mail
8. any fruit . . . any apples . . . any bananas  
. . . any oranges
9. any people
10. some paper . . . some/any paper
11. any paper



12. any problems
13. some food . . . some/any groceries
14. any homework
15. any money
16. some beautiful flowers

### EXERCISE 35, p. 207.

- |                      |                         |
|----------------------|-------------------------|
| 4. any new furniture | 10. any help            |
| 5. any children      | 11. a comfortable chair |
| 6. any coffee . . .  | 12. any problems        |
| any coffee           | 13. a car               |
| 7. a cup             | 14. any homework        |
| 8. any windows       | 15. any new clothes     |
| 9. any friends       | 16. a new suit          |

### EXERCISE 36, p. 208.

2. I don't like hot **weather**.
3. I usually **have** an egg for breakfast.
4. **The sun** rises every morning.
5. The students in this class do a lot of **homework** every day.
6. How many **languages** do you know?
7. I don't have **much** money.
8. John and Susan don't have **any** children.
9. **The** pictures are beautiful. You're a good photographer.
10. There isn't **any** traffic early in the morning.
11. I can't find **a** bowl for my soup.

### EXERCISE 38, p. 210.

- |                |                            |
|----------------|----------------------------|
| 3. Horses      | 10. women . . . men        |
| 4. (no change) | 11. islands                |
| 5. children    | 12. glasses                |
| 6. stories     | 13. Tomatoes               |
| 7. minutes     | 14. dishes, spoons, forks, |
| 8. toys        | knives . . . napkins       |
| 9. shelves     | 15. friends . . . enemies  |

## Chapter 8: EXPRESSING PAST TIME, PART 1

### EXERCISE 1, p. 213.

3. Mary was at the library yesterday too.
4. We were in class yesterday too.
5. You were busy yesterday too.
6. I was happy yesterday too.
7. The classroom was hot yesterday too.
8. Ann was in her office yesterday too.
9. Tom was in his office yesterday too.
10. Ann and Tom were in their offices yesterday too.

### EXERCISE 3, p. 214.

3. she wasn't busy yesterday.
4. he wasn't at the library last night.
5. they weren't at work yesterday afternoon.

6. you weren't here yesterday.
7. she wasn't in her office yesterday morning.
8. it wasn't cold last week.

### EXERCISE 5, p. 215.

- |           |            |            |
|-----------|------------|------------|
| 2. was    | 5. were    | 8. was     |
| 3. was    | 6. weren't | 9. weren't |
| 4. wasn't | 7. was     | 10. were   |

### EXERCISE 7, p. 217.

2. A: Was Mr. Yamamoto absent from class yesterday?  
B: he was.
3. A: Were Oscar and Anya at home last night?  
B: they were.
4. A: Were you nervous the first day of class?  
B: I wasn't.
5. A: Was Ahmed at the library last night?  
B: he was.
6. A: Was Mr. Shin in class yesterday?  
B: he wasn't.  
A: was he?
7. A: Were you and your family in Canada last year?  
B: we weren't.  
A: were you?
8. A: Are you at the library right now?  
B: I'm not.  
A: are you?

### EXERCISE 9, p. 219.

3. A: Were you tired last night?  
B: I was
4. A: Are you hungry right now?  
B: I'm not
5. A: Was the weather hot in New York City last summer?  
B: it was
6. A: Is the weather cold in Alaska in the winter?  
B: it is
7. A: Were Yoko and Mohammed here yesterday afternoon?  
B: they were.
8. A: Are the students in this class intelligent?  
B: they are
9. A: Is Mr. Tok absent today?  
B: he is.  
A: is he?  
B: He is . . . (free response)
10. A: Were Tony and Benito at the party last night?  
B: they weren't.  
A: were they?  
B: They were . . . (free response)
11. A: Was Amy out of town last week?  
B: she was.  
A: was she?  
B: She was . . . (free response)

12. A: Are Mr. and Mrs. Rice in town this week?  
 B: they aren't  
 A: are they?  
 B: They're . . . . (free response)

### EXERCISE 10, p. 221.

- |            |              |
|------------|--------------|
| 1. walked  | 6. smiled    |
| 2. worked  | 7. rained    |
| 3. shaved  | 8. asked     |
| 4. watched | 9. talked    |
| 5. cooked  | 10. listened |

### EXERCISE 11, p. 222.

2. walk . . . walked
3. asks . . . asked
4. watched . . . watch
5. cooked . . . cooks
6. stay . . . stayed
7. work . . . worked
8. dream . . . dreamed/dreamt
9. waits . . . waited
10. erased
11. smiles
12. shaved . . . shaves

### EXERCISE 14, p. 224.

- |            |             |
|------------|-------------|
| 2. plays   | 7. answered |
| 3. watched | 8. listened |
| 4. enjoyed | 9. like     |
| 5. watch   | 10. works   |
| 6. asked   |             |

### EXERCISE 16, p. 225.

- |              |               |
|--------------|---------------|
| 2. yesterday | 9. last       |
| 3. last      | 10. last      |
| 4. last      | 11. yesterday |
| 5. yesterday | 12. last      |
| 6. last      | 13. last      |
| 7. last      | 14. last      |
| 8. yesterday | 15. yesterday |

### EXERCISE 18, p. 226.

(Answers will vary depending on date and time.)

### EXERCISE 20, p. 228.

Partner A:

1. Rita got some mail yesterday.
2. They went downtown yesterday.
3. The students stood in line at the cafeteria yesterday.
4. I saw my friends yesterday.
5. Hamid sat in the front row yesterday.
6. I slept for eight hours last night.

Partner B:

1. We had lunch yesterday.
2. I wrote e-mails to my parents last week.

3. Wai-Leng came to class late yesterday.
4. I did my homework yesterday.
5. I ate breakfast yesterday morning.
6. Roberto put his books in his briefcase yesterday.

### EXERCISE 21, p. 229.

- |                |                              |
|----------------|------------------------------|
| 2. talked      | 14. had . . . dreamed/dreamt |
| 3. is talking  | . . . slept                  |
| 4. talks       | 15. happened                 |
| 5. ate         | 16. comes                    |
| 6. eat         | 17. came                     |
| 7. went        | 18. is standing              |
| 8. studied     | 19. stood                    |
| 9. wrote       | 20. put                      |
| 10. writes     | 21. puts                     |
| 11. is sitting | 22. sits . . . sat . . .     |
| 12. did        | is . . . was                 |
| 13. saw        |                              |

### EXERCISE 22, p. 230.

- |                           |                              |
|---------------------------|------------------------------|
| 1. some rice              | 5. a good grade; a new truck |
| 2. on the floor; together | 6. next to my parents,       |
| 3. late; yesterday        | at the bus stop              |
| 4. an answer; a book      |                              |

### EXERCISE 23, p. 230.

1. One night, John went camping.
2. He looked up at the stars.
3. They were beautiful.
4. He wrote a postcard to his girlfriend.
5. He put the postcard down and went to sleep.
6. The next morning, John sat up and rubbed his eyes.
7. He saw a bear.
8. The bear stood next to his tent. OR The bear had his postcard.
9. The bear had his postcard. OR The bear stood next to his tent.
10. (Group story endings will vary.)

### EXERCISE 24, p. 231.

2. didn't have
3. didn't sit
4. didn't talk

### EXERCISE 25, p. 231.

Partner A:

1. I don't eat breakfast every day.  
I didn't eat breakfast yesterday.
2. I don't watch TV every day.  
I didn't watch TV yesterday.
3. I don't go shopping every day.  
I didn't go shopping yesterday.
4. I don't read a newspaper every day.  
I didn't read a newspaper yesterday.
5. I don't study every day.  
I didn't study yesterday.

Partner B:

1. I don't go to the library every day.  
I didn't go to the library yesterday.
2. I don't visit my friends every day.  
I didn't visit my friends yesterday.
3. I don't see ( . . . ) every day.  
I didn't see ( . . . ) yesterday.
4. I don't do my homework every day.  
I didn't do my homework yesterday.
5. I don't get on the Internet every day.  
I didn't get on the Internet yesterday.

### EXERCISE 27, p. 232.

1. (didn't come) . . . stayed
2. went . . . didn't enjoy . . . wasn't
3. is reading . . . isn't watching . . . doesn't like
4. doesn't eat . . . doesn't have . . . didn't have . . . got

### EXERCISE 29, p. 234.

3. A: Did you eat lunch at the cafeteria?  
B: Yes, I did.
4. A: Did Mr. Kwan go out of town last week?  
B: No, he didn't.
5. A: Did you have a cup of tea this morning?  
B: Yes, I did.
6. A: Did you and Benito go to a party last night?  
B: Yes, we did.
7. A: Did Olga study English in high school?  
B: Yes, she did.
8. A: Did Yoko and Ali do their homework last night?  
B: No, they didn't.
9. A: Did you see Gina at dinner last night?  
B: Yes, I did.
10. A: Did you dream in English last night?  
B: No, I didn't.

### EXERCISE 30, p. 235.

- |             |             |
|-------------|-------------|
| 1. Did we   | 6. Did he   |
| 2. Did you  | 7. Did I    |
| 3. Did it   | 8. Did they |
| 4. Did I    | 9. Did you  |
| 5. Did they | 10. Did she |

### EXERCISE 33, p. 237.

PART II.

- |             |            |
|-------------|------------|
| 1. Did you  | 6. Did he  |
| 2. Did it   | 7. Did she |
| 3. Did you  | 8. Did you |
| 4. Did they | 9. Did I   |
| 5. Did I    | 10. Did he |

### EXERCISE 35, p. 239.

1. ran
2. A: rode  
B: drove

3. thought
4. A: Did you go  
B: bought
5. A: Did you study  
B: read . . . went
6. drank . . . was
7. brought
8. taught . . . taught
9. caught

### EXERCISE 37, p. 241.

- |                            |                       |
|----------------------------|-----------------------|
| 1. a fish                  | 4. yesterday; a horse |
| 2. very fast; to the store | 5. some food          |
| 3. books; the newspaper    | 6. into town; home    |

### EXERCISE 40, p. 243.

- |          |          |          |
|----------|----------|----------|
| 1. broke | 5. met   | 9. sang  |
| 2. spoke | 6. heard | 10. woke |
| 3. left  | 7. took  | 11. flew |
| 4. sent  | 8. rang  | 12. paid |

### EXERCISE 41, p. 244.

- |        |       |
|--------|-------|
| 1. no  | 4. no |
| 2. yes | 5. no |
| 3. no  |       |

### EXERCISE 43, p. 245.

- |          |          |          |
|----------|----------|----------|
| 1. began | 5. found | 8. stole |
| 2. told  | 6. sold  | 9. wore  |
| 3. lost  | 7. said  | 10. tore |
| 4. hung  |          |          |

### EXERCISE 44, p. 247.

- |        |        |
|--------|--------|
| 1. no  | 4. yes |
| 2. no  | 5. yes |
| 3. yes |        |

### EXERCISE 45, p. 247.

- |         |        |         |
|---------|--------|---------|
| 1. Did  | 5. Did | 8. Was  |
| 2. Were | 6. Did | 9. Were |
| 3. Was  | 7. Did | 10. Did |
| 4. Were |        |         |

### EXERCISE 46, p. 247.

2. was . . . did
3. A: Was . . . Did  
B: was
4. A: Were . . . Did  
B: was . . . Were
5. A: were  
B: was  
A: Did  
B: was . . . were . . . was . . . did



### EXERCISE 47, p. 248.

3. A: Do you want a roommate?  
B: No, I don't.
4. A: Did you have a roommate last year?  
B: Yes, I did.
5. A: Was he difficult to live with?  
B: Yes, he was.
6. A: Did you ask him to keep the apartment clean?  
B: Yes, I did.
7. A: Were you glad when he left?  
B: Yes, I was.

### EXERCISE 49, p. 250.

- |            |             |             |
|------------|-------------|-------------|
| 1. flew    | 11. paid    | 21. left    |
| 2. brought | 12. heard   | 22. had     |
| 3. read    | 13. caught  | 23. paid    |
| 4. told    | 14. found   | 24. met     |
| 5. stood   | 15. slept   | 25. sat     |
| 6. taught  | 16. thought | 26. took    |
| 7. drank   | 17. rode    | 27. rang    |
| 8. wore    | 18. broke   | 28. wrote   |
| 9. bought  | 19. said    | 29. sang    |
| 10. spoke  | 20. got     | 30. woke up |

### EXERCISE 50, p. 250.

1. Someone **stole** my bicycle two **days** ago.
2. Did you **go** to the party **last** weekend?
3. I **heard** a really interesting story yesterday.
4. The teacher **was not/wasn't** ready for class yesterday.
5. Did **Joe come** to work last week?
6. **Last** night I **stayed** home and **worked** on my science project.
7. Several students **weren't** on time for the final exam yesterday.
8. Your fax came ten minutes **ago**. Did you **get** it?
9. Did you **invite** all your friends to your graduation party?
10. I **slept** too late this morning and was missed the bus.
11. The market **didn't have** any bananas yesterday. I **got** there too late.
12. **Were** you nervous about your test the last week?
13. I didn't **see** you at the party. **Were** you there?

## Chapter 9: EXPRESSING PAST TIME, PART 2

### EXERCISE 1, p. 252.

2. When did Mr. Chu arrive in Canada?
3. When/What time did your plane arrive?
4. Why did you stay home last night?
5. Why were you tired?
6. Where did Sara go for her vacation?
7. When/What time did you finish your homework?
8. When did you come to this city?
9. Why did you laugh?
10. Where is Kate?

11. When/What time does the movie start?
12. Why was Tina behind the door?
13. Why does Jim lift weights?

### EXERCISE 4, p. 255.

1. (To the) City Cafe
2. (For a) business meeting
3. (To the) gym
4. (At) 1:00 P.M.
5. (For a) workout
6. (To) school
7. (For a meeting with the) teacher
8. (At) 12:00 noon
9. (To) Dr. Clark / (To the) dentist
10. (At) 10:00 A.M.
11. (For a dental) checkup
12. (At) 7:00 A.M.

### EXERCISE 5, p. 256.

2. you **finish** your homework
3. you **eat** breakfast
4. you **clean** your apartment
5. you **answer** the phone

### EXERCISE 7, p. 257.

3. Is Mary carrying a suitcase?
4. What is Mary carrying?
5. Do you see an airplane?
6. What do you see?
7. What did Bob eat for lunch?
8. Did Bob eat some soup for lunch?
9. What does Bob usually eat for lunch?
10. Does Bob like salads?
11. Are you afraid of snakes?
12. What is the teacher pointing to?

### EXERCISE 10, p. 259.

- |                  |                    |
|------------------|--------------------|
| 1. When did you  | 5. What does this  |
| 2. Why did you   | 6. Why didn't you  |
| 3. Where do they | 7. Where did he    |
| 4. What did she  | 8. When does class |

### EXERCISE 11, p. 260.

1. Who called Yuko?  
Who visited Yuko?  
Who studied with Yuko?  
Who did John call?  
Who did John visit?  
Who did John study with?
2. Who did Mary carry?  
Who did Mary help?  
Who did Mary sing to?  
Who carried the baby?  
Who helped the baby?  
Who sang to the baby?

3. Who talked to the children?  
Who did Ron watch?  
Who played with the children?  
Who did Ron talk to?  
Who watched the children?  
Who did Ron play with?

### EXERCISE 12, p. 261.

1. Who did you see at the party?
2. Who came to the party?
3. Who lives in that house?
4. Who did Janet call?
5. Who did you visit?
6. Who visited you?
7. Who did you talk to?
8. Who helped Ann?
9. Who did Bob help?
10. Did Bob help Ann?
11. Who are you thinking about?
12. Are you confused?

### EXERCISE 14, p. 263.

- |                     |                                |
|---------------------|--------------------------------|
| 1. In a small town. | 5. Mary did.                   |
| 2. At midnight.     | 6. An apartment downtown.      |
| 3. Some help.       | 7. Two hours ago.              |
| 4. I am.            | 8. Because I didn't have time. |

### EXERCISE 16, p. 265.

- |                           |          |
|---------------------------|----------|
| 1. A: does a new car cost | 6. made  |
| B: costs                  | 7. puts  |
| 2. cost                   | 8. put   |
| 3. gave                   | 9. spent |
| 4. hit                    | 10. lent |
| 5. B: forgot              | 11. cuts |
| A: forgot                 | 12. cut  |

### EXERCISE 17, p. 266.

1. the answer; the conversation; the teacher
2. money
3. your hair; some paper
4. a tree; an animal
5. his appointment; the question

### EXERCISE 19, p. 267.

- |         |         |           |
|---------|---------|-----------|
| 1. won  | 5. grew | 8. swam   |
| 2. fell | 6. blew | 9. felt   |
| 3. kept | 7. knew | 10. threw |
| 4. drew |         |           |

### EXERCISE 20, p. 268.

1. on a car; in the park
2. the game; a prize
3. on the paper; a picture; with some chalk
4. happy; excited
5. a ball; a pillow

### EXERCISE 22, p. 270.

- |           |           |
|-----------|-----------|
| 2. hid    | 6. held   |
| 3. built  | 7. fought |
| 4. fed    | 8. bit    |
| 5. became | 9. bent   |

### EXERCISE 23, p. 271.

1. the dog; her baby
2. a new house
3. a stick; my hand
4. in the bedroom; behind a tree; their money
5. some chalk; some papers

### EXERCISE 25, p. 273.

2. *main clause* = We arrived at the airport  
*time clause* = before the plane landed
3. *main clause* = I went to the movie  
*time clause* = after I finished my homework
4. *main clause* = they watched TV  
*time clause* = After the children got home from school
5. *main clause* = I lived at home with my parents  
*time clause* = Before I moved to this city

### EXERCISE 26, p. 274.

4. *Inc.*
5. We went to the zoo.
6. We went to the zoo before we ate our picnic lunch.
7. The children played games after they did their work.
8. The children played games.
9. *Inc.*
10. The lions killed a zebra.
11. *Inc.*
12. They ate it.
13. After the lions killed a zebra, they ate it.

### EXERCISE 27, p. 274.

1. She ate breakfast before she went to work.  
Before she went to work, she ate breakfast.  
She went to work after she ate breakfast.  
After she ate breakfast, she went to work.
2. He did his homework before he went to bed.  
Before he went to bed, he did his homework.  
He went to bed after he did his homework.  
After he did his homework, he went to bed.
3. We bought tickets before we entered the movie theater.  
Before we entered the movie theater, we bought tickets.  
We entered the movie theater after we bought tickets.  
After we bought tickets, we entered the movie theater.

### EXERCISE 29, p. 276.

2. When I was in Japan, I stayed in a hotel in Tokyo.  
I stayed in a hotel in Tokyo when I was in Japan.

3. Maria bought some new shoes when she went shopping yesterday.  
When she went shopping yesterday, Maria bought some new shoes.
4. I took a lot of photographs when I was in Hawaii.  
When I was in Hawaii, I took a lot of photographs.
5. Jim was a soccer player when he was in high school.  
When he was in high school, Jim was a soccer player.
6. When the rain stopped, I closed my umbrella.  
I closed my umbrella when the rain stopped.
7. The antique vase broke when I dropped it.  
When I dropped it, the antique vase broke.

### EXERCISE 30, p. 277.

3. *Inc.*
4. When were you in Iran?
5. When did the movie end?
6. *Inc.*
7. *Inc.*
8. *Inc.*
9. *Inc.*
10. When does the museum open?

### EXERCISE 32, p. 279.

1. was eating . . . came
2. called . . . was watching
3. was playing

### EXERCISE 34, p. 281.

2. Someone knocked on my apartment door while I was eating breakfast yesterday morning.  
While I was eating breakfast yesterday morning, someone knocked on my apartment door.
3. While I was cooking dinner yesterday evening, I burned my hand.  
I burned my hand while I was cooking dinner yesterday evening.
4. Yoko raised her hand while the teacher was talking.  
While the teacher was talking, Yoko raised her hand.
5. A tree fell on my car while I was driving home yesterday.  
While I was driving home yesterday, a tree fell on my car.
6. While I was studying last night, a mouse suddenly appeared on my desk.  
A mouse suddenly appeared on my desk while I was studying last night.

### EXERCISE 35, p. 282.

2. called . . . was washing
3. came . . . was eating
4. was eating . . . came
5. came . . . was watching . . . invited
6. was watching . . . came
7. was wearing . . . saw
8. was watching . . . relaxing . . . took

### EXERCISE 37, p. 284.

1. were having . . . saw . . . introduced
2. heard . . . walked . . . opened . . . opened . . .  
saw . . . greeted . . . asked
3. were watching . . . came . . . watched
4. was walking . . . saw . . . said . . . walked

### EXERCISE 38, p. 285.

1. turned . . . was driving . . . was listening . . . heard . . .  
looked . . . saw . . . pulled . . . waited
2. A: was . . . were eating . . . jumped . . . didn't seem  
B: did you say . . . didn't you ask  
A: didn't want

### EXERCISE 39, p. 286.

*Sample sentences.*

In 1955, Bill Gates was born.  
In 1967, he entered Lakeside School.  
While Bill Gates was studying at Lakeside School,  
he wrote his first computer program.  
While Bill Gates was studying at Lakeside School,  
he started his first software company.  
In 1973, he graduated from Lakeside.  
While he was studying at Harvard University,  
he began to design programs for personal computers.  
While he was studying at Harvard University,  
he started Microsoft.  
In 1977, he left Harvard.  
While he was working as Chief Executive Officer  
for Microsoft, he got married.  
In 1996, his first child was born.

### EXERCISE 40, p. 287.

I had a strange experience yesterday. I was reading my book on the bus when a man sat down next to me and asked me if I wanted some money. I didn't want his money. I was very confused. I stood up and walked toward the door.

While I was waiting for the door to open, the man tried to give me the money. When the door opened, I got off the bus quickly. I still don't know why he was trying to give me money.

### EXERCISE 41, p. 287.

- |      |      |       |
|------|------|-------|
| 2. C | 5. C | 8. A  |
| 3. C | 6. B | 9. C  |
| 4. A | 7. C | 10. D |

### EXERCISE 43, p. 288.

1. Did you **go** downtown yesterday?
2. Yesterday I **spoke** to Ken before he **left** his office and **went** home.
3. I **heard** a good joke last night.
4. ~~When~~ Pablo finished his work. OR  
When Pablo finished his work, (**he went home**).

5. I **visited** my relatives in New York City last month.
6. Where **did you** go yesterday afternoon?
7. Ms. Wah ~~was~~ flew from Singapore to Tokyo last week.
8. When I **saw** my friend yesterday, he didn't **speak** to me.
9. Why **didn't Mustafa come** to class last week?
10. Where **did you buy** those shoes? I like them.
11. Mr. Adams **taught** our class last week.
12. I **wrote** a letter last night.
13. Who **did you write** a letter to?
14. Who **opened** the door? Jack **opened** it.

## EXERCISE 44, p. 289.

### PART I.

- |                                |                  |
|--------------------------------|------------------|
| 1. was                         | 9. are you doing |
| 2. saw                         | 10. am getting   |
| 3. are you                     | 11. is           |
| 4. am doing                    | 12. don't trust  |
| 5. Would you like              | 13. do you want  |
| 6. sit                         | 14. want         |
| 7. need                        | 15. had          |
| 8. don't need /<br>do not need |                  |

### PART II.

- |                                       |                       |
|---------------------------------------|-----------------------|
| 16. saw                               | 24. are               |
| 17. love                              | 25. aren't/are not    |
| 18. stopped                           | 26. is it             |
| 19. reached                           | 27. did the bee sting |
| 20. came                              | 28. are you doing     |
| 21. was                               | 29. are you holding   |
| 22. don't believe /<br>do not believe | 30. am holding        |
| 23. don't believe /<br>do not believe | 31. tricked           |
|                                       | 32. happened          |

### PART III.

- |                                       |                    |
|---------------------------------------|--------------------|
| 33. got                               | 43. dropped        |
| 34. wanted                            | 43. fooled         |
| 35. to catch                          | 44. tricked        |
| 36. caught                            | 45. taught         |
| 37. looks                             | 46. learned        |
| 38. don't believe /<br>do not believe | 47. am             |
| 39. is                                | 48. have           |
| 40. is coming                         | 49. Would you like |
| 41. don't see /<br>do not see         |                    |

## Chapter 10: EXPRESSING FUTURE TIME, PART 1

### EXERCISE 4, p. 296.

2. am going to go to bed.
3. is going to get something to eat.
4. am going to take them to the laundromat.
5. am going to see a dentist.

6. am going to look it up in my dictionary.
7. is going to take it to the post office.
8. are going to take a long walk in the park.
9. are going to go to the beach.
10. am going to lie down and rest for a while.
11. am going to call the police.
12. am going to major in psychology.
13. am going to stay in bed today.
14. are going to go to an Italian restaurant.
15. is going to call the manager.

### EXERCISE 8, p. 300.

1. We are flying to Athens.
2. We are spending a week there.
3. My brother is meeting us there.
4. He is taking the train.
5. We are going sightseeing together.
6. I am coming back by boat, and they are returning by train.

### EXERCISE 9, p. 300.

- |            |            |
|------------|------------|
| 2. future  | 6. present |
| 3. present | 7. future  |
| 4. future  | 8. future  |
| 5. present |            |

### EXERCISE 11, p. 301.

- |                           |                      |
|---------------------------|----------------------|
| 2. am leaving             | 7. are having        |
| 3. starts                 | 8. aren't going      |
| 4. is coming              | 9. rides             |
| 5. is going to call       | 10. is going to help |
| 6. Are you going to study |                      |

### EXERCISE 12, p. 302.

- |              |          |               |
|--------------|----------|---------------|
| 3. next      | 8. last  | 13. tomorrow  |
| 4. last      | 9. next  | 14. Last      |
| 5. yesterday | 10. Last | 15. Tomorrow  |
| 6. Tomorrow  | 11. next | 16. yesterday |
| 7. next      | 12. last |               |

### EXERCISE 13, p. 303.

- |                        |                      |
|------------------------|----------------------|
| 3. an hour ago.        | 7. a minute ago.     |
| 4. in an hour.         | 8. in half an hour.  |
| 5. in two more months. | 9. in one more week. |
| 6. two months ago.     | 10. a year ago.      |

### EXERCISE 14, p. 303.

2. They are going to leave for their honeymoon in six days.
3. Beth and Tom got engaged three months ago.
4. They are going to return from their honeymoon in two weeks / in fourteen days.
5. Beth and Tom met (three years ago, four years ago, etc.). (*Answers will vary.*)
6. They began dating (two years ago, three years ago, etc.). (*Answers will vary.*)

7. Tom is going to quit his job in three weeks / in twenty-one days.
8. Beth and Tom are going to open a restaurant together in three months.

### EXERCISE 15, p. 304.

- |                      |                       |
|----------------------|-----------------------|
| 2. in one hour       | 7. next spring        |
| 3. two weeks ago     | 8. last summer        |
| 4. one year ago      | 9. next weekend       |
| 5. in ten minutes    | 10. yesterday evening |
| 6. a few minutes ago |                       |

### EXERCISE 17, p. 304.

- |              |               |
|--------------|---------------|
| 2. ago       | 10. in        |
| 3. next      | 11. Tomorrow  |
| 4. in        | 12. Last      |
| 5. yesterday | 13. Yesterday |
| 6. tomorrow  | 14. last      |
| 7. last      | 15. in        |
| 8. tomorrow  | 16. Next      |
| 9. ago       |               |

### EXERCISE 20, p. 307.

- |              |              |
|--------------|--------------|
| 2. same      | 6. different |
| 3. different | 7. same      |
| 4. same      | 8. different |
| 5. different |              |

### EXERCISE 25, p. 310.

- |           |            |
|-----------|------------|
| 2. future | 7. present |
| 3. past   | 8. past    |
| 4. future | 9. future  |
| 5. past   | 10. past   |
| 6. future |            |

### EXERCISE 27, p. 312.

- |                 |               |
|-----------------|---------------|
| 2. teacher will | 7. John will  |
| 3. We'll        | 8. doctor'll  |
| 4. We will      | 9. nurse will |
| 5. I'll         | 10. You'll    |
| 6. students'll  |               |

### EXERCISE 29, p. 313.

4. A: Will the plane be on time?  
B: it will.
5. A: Will dinner be ready in a few minutes?  
B: it will.
6. When will dinner be ready?
7. When will you graduate?
8. Where will Mary go to school next year?
9. A: Will Jane and Mark be at the party?  
B: they won't.
10. A: Will Mike arrive in Chicago next week?  
B: he will.
11. Where will Mike be next week?

12. A: Will you be home early tonight?  
B: I won't.
13. When will Dr. Smith be back?
14. A: Will you be ready to leave at 8:15?  
B: I will.

### EXERCISE 31, p. 315.

- |                   |                   |
|-------------------|-------------------|
| 2. No, she won't. | 6. Yes, she will. |
| 3. No, she won't. | 7. No, she won't. |
| 4. No, she won't. | 8. Yes, she will. |
| 5. No, she won't. |                   |

### EXERCISE 32, p. 316.

- |          |          |
|----------|----------|
| 2. won't | 6. won't |
| 3. won't | 7. want  |
| 4. want  | 8. want  |
| 5. won't |          |

### EXERCISE 33, p. 317.

2. is not doing / isn't doing ... is writing
3. writes
4. doesn't write
5. don't expect
6. wrote ... started
7. rang ... was
8. didn't finish ... talked ... went
9. is going to write / will write
10. isn't going to write / won't write
11. Do you write
12. Did you write
13. Are you going to write / Will you write

### EXERCISE 34, p. 318.

1. doesn't like
2. is ... doesn't eat ... didn't eat
3. doesn't eat ... isn't
4. doesn't enjoy
5. are going to try
6. will ... have
7. won't have ... 'll ... ask
8. Are they going to enjoy
9. Will they go

### EXERCISE 35, p. 319.

1. am ... wasn't / was not ... was ... Were you ...  
Was Carmen
2. were ... were not / weren't
3. will be / are going to be ... will be/am going to be ...  
Will you be / Are you going to be ... Will Yuko be / Is  
Yuko going to be
4. isn't / is not ... is ... aren't / are not ... are

### EXERCISE 36, p. 319.

1. A: Will you be  
B: I will ... I'll ... be



2. A: are  
B: is . . . are
3. A: Was  
B: were . . . was  
A: Was he  
B: he wasn't . . . was
4. A: We're going to be  
B: We're not going to be . . . is  
A: isn't . . . is  
B: We won't be

#### EXERCISE 40, p. 321.

1. Is Ivan **going to go** to work tomorrow? OR  
**Will Ivan go** to work tomorrow?
2. When **will you** call me?
3. Will Tom ~~to~~ meet us for dinner tomorrow?
4. We went to a movie **last** night.
5. Did you **find** your keys?
6. What time **are you** going to come tomorrow?
7. My sister is going to meet me at the airport. My brother won't ~~to~~ be there.
8. Mr. Wong will **sell** his business and **retire** next year.
9. **Will you be** in Venezuela next year?
10. I'm going to return home in a couple of **months**.
11. I saw Jim three **days** ago.
12. A thief **stole** my bicycle.

#### EXERCISE 41, p. 321.

2. A: Did you walk  
B: didn't . . . rode
3. A: do you usually study . . . Do you go  
B: don't like
4. A: Will you be / Are you going to be  
B: will / am . . . will not be / won't be / am not going to be
5. A: Do whales breathe  
B: do  
A: Does a whale have  
B: does  
A: Is a whale  
B: isn't . . . is
6. A: Did Yuko call  
B: did . . . talked  
A: Did she tell  
B: didn't . . . didn't say  
A: was . . . ran . . . didn't want . . . tried . . . ran  
B: Is he  
A: isn't . . . is

### Chapter 11: EXPRESSING FUTURE TIME, PART 2

#### EXERCISE 4, p. 328.

3. may go = *a verb*; **may** is part of the verb
4. Maybe = *an adverb*
5. may like = *a verb*; **may** is part of the verb

6. may be = *a verb*; **may** is part of the verb  
Maybe = *an adverb*

#### EXERCISE 5, p. 328.

3. may be
4. may be
5. Maybe
6. may be . . . Maybe

#### EXERCISE 6, p. 329.

- |               |               |
|---------------|---------------|
| 1. may + verb | 5. Maybe      |
| 2. may + verb | 6. Maybe      |
| 3. maybe      | 7. may + verb |
| 4. may + verb | 8. Maybe      |

#### EXERCISE 7, p. 329.

2. Maybe the teacher will give a test.  
The teacher may give a test.
3. Janet may be home early.  
Janet might be home early.
4. She may be late.  
Maybe she will be late.
5. Maybe it will rain tomorrow.  
It might rain tomorrow.

#### EXERCISE 8, p. 330.

- |              |                            |
|--------------|----------------------------|
| 3. Maybe     | 8. Maybe . . .             |
| 4. may/might | may/might                  |
| 5. Maybe     | 9. Maybe . . . maybe . . . |
| 6. Maybe     | may/might . . . may/might  |
| 7. may/might |                            |

#### EXERCISE 11, p. 332.

- |      |      |
|------|------|
| 2. b | 5. a |
| 3. a | 6. b |
| 4. a |      |

#### EXERCISE 14, p. 334.

*Time clauses:*

2. After I get home tonight
3. before he leaves the office today
4. when I go to the grocery store tomorrow
5. Before I go to bed tonight
6. after I graduate next year

#### EXERCISE 15, p. 334.

2. am going to buy / will buy . . . go
3. finish . . . am going to take / will take
4. see . . . am going to ask / will ask
5. go . . . am going to meet / will meet
6. is going to change / will change . . . works

#### EXERCISE 17, p. 336.

2. is . . . am going to go / will go
3. am not going to stay / will not stay . . . is

4. don't feel . . . am not going to go / will not go
5. is going to stay / will stay . . . doesn't feel
6. am going to stay / will stay . . . go
7. are . . . am going to go / will go
8. continue . . . are going to suffer / will suffer

### EXERCISE 21, p. 340.

1. go . . . usually stay
2. go . . . am going to stay / will stay
3. go . . . am going to have / will have
4. go . . . usually have
5. am . . . usually stay . . . go
6. am . . . am going to stay / will stay . . .  
(am going to/will) go
7. get . . . usually sit . . . read
8. get . . . am going to sit / will sit . . .  
(am going to/will) read
9. often yawn . . . stretch . . . wake
10. walks . . . is
11. go . . . am going to stay / will stay . . . leave . . .  
am going to go / will go
12. goes . . . is . . . likes . . . takes . . . is

### EXERCISE 24, p. 342.

2. I'll get a good night's sleep.
3. I do my homework.
4. I'll go shopping.
5. I exercise.
6. I'll call my parents.
7. I'll be happy.
8. I'll know a lot of grammar.

### EXERCISE 25, p. 343.

2. A: did you do  
B: came
3. A: are you going to do / will you do  
B: am going to come / will come
4. A: did you do  
B: watched
5. A: do you do  
B: watch
6. A: are you going to do / will you do  
B: am going to watch / will watch
7. A: are you doing  
B: am doing
8. A: does Maria do  
B: goes
9. A: are the students doing  
B: are working
10. A: are they going to do / will they do  
B: are going to take / will take
11. A: did Boris do  
B: went
12. A: does the teacher do  
B: puts . . . looks . . . says

### EXERCISE 27, p. 344.

1. am going to skip / will skip
2. took . . . flew
3. usually walk . . . take
4. A: stole  
B: is
5. A: did you meet  
B: met
6. A: did the movie begin . . . Were you  
B: made
7. A: lost  
B: forgot . . . gave . . . lost . . . stole . . . didn't have
8. A: Are you going to stay / Will you stay  
B: am going to take / will take . . . am going to visit /  
will visit  
A: are you going to be / will you be
9. A: are you wearing  
B: broke . . . stepped
10. A: Did you see  
B: spoke . . . called
11. B: isn't . . . left  
A: Is she going to be / Will she be . . . did she go  
B: went

### EXERCISE 28, p. 347.

1. A: Did you see . . . hit  
B: Are you  
A: I watched
2. A: were you  
B: began . . . we got
3. A: Do you hear  
B: I hear . . . Is . . . coming
4. A: Do you want to go  
B: I'd like . . . I need to . . . Are you going to go  
A: is . . . I want to get . . . enjoy it

### EXERCISE 29, p. 347.

- |      |      |       |
|------|------|-------|
| 2. B | 5. A | 8. C  |
| 3. C | 6. B | 9. A  |
| 4. B | 7. C | 10. D |

### EXERCISE 30, p. 348.

1. If it is cold tomorrow morning, my car won't start.
2. We **may be** late for the concert tonight.
3. What time **are you** going to come tomorrow?
4. Fatima will call us tonight when she **arrives** home safely.
5. Emily **may** will be at the party. OR **Maybe** Emily will be at the party.
6. When I see you tomorrow, I'll return your book to you.
7. I **may not be** in class tomorrow.

8. Ahmed puts his books on his desk when he **walks** into his apartment. OR Ahmed **put** his books on his desk when he **walked** into his apartment.
9. I'll see my parents when I **return** home for a visit next July.
10. What do you **do** all day at work?

### EXERCISE 31, p. 349.

#### PART I.

- |                 |             |
|-----------------|-------------|
| 1. are          | 7. went     |
| 2. are staying  | 8. asked    |
| 3. like         | 9. agreed   |
| 4. always makes | 10. put     |
| 5. tells        | 11. brushed |
| 6. go           | 12. sat     |

#### PART II.

- |   |                  |
|---|------------------|
| 13. are you going to tell / will you tell | 24. was          |
| 14. begin                                 | 25. got          |
| 15. am going to give / will give          | 26. stayed       |
| 16. love                                  | 27. found        |
| 17. am going to tell / will tell          | 28. needed       |
| 18. was                                   | 29. to eat       |
| 19. was                                   | 30. put          |
| 20. saw                                   | 31. didn't smell |
| 21. was                                   | 32. didn't see   |
| 22. ran                                   | 33. hopped       |
| 23. stayed                                | 34. found        |
|   | 35. saw          |
|   | 36. looked       |

#### PART III.

- |                |                 |
|----------------|-----------------|
| 37. heard      | 43. heard       |
| 38. didn't see | 44. spotted     |
| 39. decided    | 45. flew        |
| 40. wanted     | 46. picked      |
| 41. to rest    | 47. didn't know |
| 42. said       | 48. ate         |

#### PART IV.

49. are
50. expect
51. Do you understand
52. have
53. am going to go / will go
54. to get
55. is going to be / will be
56. are we going to do / will we do
57. have
58. are going to go / will go
59. are
60. are going to see / will see
61. are going to see / will see
62. see
63. are going to have / will have
64. are going to have / will have

## Chapter 12: MODALS, PART 1: EXPRESSING ABILITY

### EXERCISE 4, p. 356.

1. Yes. [Ostriches and penguins can't fly.]
2. No.
3. Yes. [They are very good swimmers.]
4. Yes. [They change colors when they are excited.]
5. No. [They jump.]
6. No. [It lives there until it grows up.]
7. Yes. [The Australian walking fish can climb trees.]
8. No. [Sometimes they stand for weeks.]
9. No. [Some turtles can live for 200 or more years.]
10. Yes. [They can hold their breath for a long time.]

### EXERCISE 5, p. 356.

- |          |          |          |
|----------|----------|----------|
| 2. can't | 5. can't | 8. can't |
| 3. can't | 6. can't | 9. can't |
| 4. can   | 7. can   | 10. can  |

### EXERCISE 6, p. 357.

Is John a good person for this job? no

### EXERCISE 7, p. 357.

3. A: Can Jim play the piano?  
B: No, he can't.
4. A: Can you whistle?  
B: Yes, I can.
5. A: Can you go shopping with me this afternoon?  
B: Yes, I can.
6. A: Can Carmen ride a bicycle?  
B: No, she can't.
7. A: Can elephants swim?  
B: Yes, they can.
8. A: Can the students finish this exercise quickly?  
B: Yes, they can.
9. A: Can the doctor see me tomorrow?  
B: Yes, he/she can.
10. A: Can you stand on your head?  
B: Yes, I can.
11. A: Can you have pets in the dormitory?  
B: No, we can't.

### EXERCISE 10, p. 360.

1. B: Can I  
A: He can't come . . . Can I . . . He can
2. A: Can you help  
B: I can try  
A: we can do
3. A: I can't hear . . . Can you  
B: I can't . . . can't  
A: Can you do



### EXERCISE 15, p. 363.

- couldn't call you
- couldn't watch TV
- couldn't light the candles
- couldn't come to class
- couldn't listen to music
- couldn't wash his clothes
- couldn't go swimming
- couldn't get into my car
- couldn't go to the movie

### EXERCISE 18, p. 364.

- Could you ~~to~~ drive a car when you were thirteen years old?
- If your brother goes to the graduation party, he can **meet** my sister.
- I couldn't **open** the door because I didn't have a key.
- Please turn up the radio. I can't ~~to~~ hear it.
- When Ernesto arrived at the airport last Tuesday, he **couldn't** find the right gate.
- Mr. Lo was born in Hong Kong, but now he lives in Canada. He **could not** understand spoken English before he moved to Canada, but now he **speaks** and **understands** English very well.

### EXERCISE 19, p. 365.

- Mark is bilingual. He is able to speak two languages.
- Sue will be able to get her own apartment next year.
- Animals aren't able to speak.
- Are you able to touch your toes without bending your knees?
- Jack wasn't able to describe the thief.
- Were you able to do the homework?
- I wasn't able to sleep last night because my apartment was too hot.
- My roommate is able to speak four languages. He's multilingual.
- I'm sorry that I wasn't able to call you last night.
- I'm sorry, but I won't be able to come to your party next week.
- Will we be able to take vacations on the moon in the 22nd century?

### EXERCISE 21, p. 367.

- A: Were you able to talk  
B: I couldn't . . . can try
- A: Do you know how to make  
B: can make  
A: Can you teach  
B: I can
- A: Are you able to understand  
B: couldn't understand . . . can understand  
A: can't understand
- A: will you be able to  
B: wasn't able to . . . 'll try . . . I will be able to

- B: I can  
A: can see . . . Can you come  
B: I can . . . don't know

### EXERCISE 22, p. 368.

- The soup is too hot. Jack can't eat it.  
The soup is very hot, but Ricardo can eat it.
- The coat is very small, but Tom can wear it.  
The coat is too small. Susan can't wear it.
- The shoes are too tight. Marika can't wear them.  
The shoes are very tight, but Mai can wear them.
- The problem is too hard. Robert can't do it.  
The problem is very hard, but Talal can do it.

### EXERCISE 23, p. 370.

- |                  |                          |
|------------------|--------------------------|
| 1. eat it.       | 5. do his homework.      |
| 2. buy it.       | 6. reach the cookie jar. |
| 3. go swimming.  | 7. sleep.                |
| 4. take a break. | 8. lift it.              |

### EXERCISE 24, p. 371.

- |               |                   |
|---------------|-------------------|
| 1. too heavy. | 5. too tired.     |
| 2. too young. | 6. too expensive. |
| 3. too noisy. | 7. too small.     |
| 4. too cold.  | 8. too tall.      |

### EXERCISE 25, p. 371.

- |               |          |          |
|---------------|----------|----------|
| 3. too        | 8. too   | 14. very |
| 4. very . . . | 9. too   | 15. too  |
| very          | 10. very | 16. very |
| 5. too        | 11. very | 17. too  |
| 6. very       | 12. too  | 18. too  |
| 7. very       | 13. too  |          |

### EXERCISE 26, p. 373.

- two
- too . . . too . . . to
- to . . . to . . . to . . . too
- to . . . to . . . too
- to . . . to
- to . . . to
- too
- too . . . to . . . to
- two . . . to . . . two . . . too

### EXERCISE 27, p. 375.

- |             |              |        |
|-------------|--------------|--------|
| 3. at       | 9. at . . .  | 15. in |
| 4. in       | at           | 16. at |
| 5. in . . . | 10. in       | 17. at |
| at          | 11. in       | 18. At |
| 6. in . . . | 12. in       | 19. in |
| in          | 13. at       | 20. in |
| 7. in       | 14. in . . . |        |
| 8. in       | in           |        |

### EXERCISE 31, p. 378.

1. We will ~~can~~ go to the museum tomorrow afternoon. OR We ~~will~~ can go to the museum tomorrow afternoon.
2. We can't count all of the stars in the universe. There are **too** many.
3. Can you ~~to~~ stand on your head?
4. I saw a beautiful vase at a store yesterday, but I couldn't **buy** it.
5. The shirt is **very** small. I can wear it. OR The shirt is too small. I **can't** wear it.
6. Sam **knows** how to count to 1000 in English.
7. When I was on vacation, I **could** swim every day.
8. When we lived **in** Tokyo, we took the subway every day.
9. Honeybees **are** not able to live in very cold climates.
10. Where **can we** go in the city for an inexpensive meal?
11. James can **read** newspapers in five languages.
12. Sorry. I **wasn't** able to get tickets for the concert.
13. I can't finish my homework because I'm **too** tired.

## Chapter 13: MODALS, PART 2: ADVICE, NECESSITY, REQUESTS, SUGGESTIONS

### EXERCISE 1, p. 379.

2. You should go to bed and take a nap.
3. You should go to the bank.
4. You should see a dentist.
5. You should study harder.
6. You should call the manager.
7. You should go to the immigration office.
8. You should buy a new pair of shoes.

### EXERCISE 3, p. 381.

- |              |                            |
|--------------|----------------------------|
| 3. shouldn't | 9. shouldn't               |
| 4. should    | 10. should . . . shouldn't |
| 5. shouldn't | 11. should                 |
| 6. shouldn't | 12. shouldn't              |
| 7. should    | 13. should                 |
| 8. shouldn't | 14. shouldn't              |

### EXERCISE 5, p. 383.

- |              |              |
|--------------|--------------|
| 1. should    | 5. should    |
| 2. should    | 6. shouldn't |
| 3. shouldn't | 7. should    |
| 4. should    | 8. shouldn't |

### EXERCISE 9, p. 385.

2. A: do you have to go  
B: I have to find
3. A: does Sue have to leave  
B: She has to be
4. B: I had to buy  
A: did you have to buy
5. I have to go . . . I have to get

6. she had to study
7. do you have to be
8. Does Tom have to find
9. A: Yoko doesn't have to take  
B: Do you have to take
10. He had to stay . . . He had to finish

### EXERCISE 10, p. 386.

- |            |            |             |
|------------|------------|-------------|
| 2. have to | 5. have to | 8. has to   |
| 3. have to | 6. have to | 9. has to   |
| 4. has to  | 7. have to | 10. have to |

### EXERCISE 11, p. 388.

2. must stop.
3. must have a library card.
4. must pay an income tax.
5. must study harder.
6. must listen to English on the radio and TV. OR must make new friends who speak English. OR must read English newspapers and magazines. OR must speak English outside of class every day. OR must study harder. OR must talk to myself in English.
7. must have a passport.
8. must go to medical school.
9. must close the door behind you.
10. must take one tablet every six hours.

### EXERCISE 13, p. 389.

- |      |      |      |
|------|------|------|
| 2. B | 5. C | 7. B |
| 3. B | 6. A | 8. A |
| 4. A |      |      |

### EXERCISE 15, p. 390.

(Answers may vary.)

### EXERCISE 21, p. 395.

Imperatives:

1. (Wait) . . . (Hurry) . . . Let's
2. Hold . . . Drink . . . Breathe . . . Eat
3. Don't forget
4. Walk . . . turn . . . Go . . . turn
5. Wait . . . Do (it) . . . Hang (up) . . . Make . . . Put . . . Empty

### EXERCISE 24, p. 398.

- |       |       |        |
|-------|-------|--------|
| 3. X  | 7. to | 11. X  |
| 4. to | 8. X  | 12. X  |
| 5. X  | 9. X  | 13. to |
| 6. X  | 10. X | 14. X  |

### EXERCISE 26, p. 400.

- |      |      |       |
|------|------|-------|
| 2. C | 5. A | 8. A  |
| 3. C | 6. C | 9. B  |
| 4. C | 7. C | 10. B |

### EXERCISE 27, p. 401.

- |      |      |      |
|------|------|------|
| 2. b | 5. c | 7. b |
| 3. a | 6. b | 8. c |
| 4. b |      |      |

### EXERCISE 28, p. 402.

Sample completions:

- Let's go to Florida.
- Let's go to a seafood restaurant.
- Let's go to the zoo.
- Let's go to a movie.
- Let's walk.
- Let's eat.
- Let's go dancing.
- Let's get a cup of coffee.

### EXERCISE 30, p. 404.

- Would you please ~~to~~ help me?
- I will ~~can~~ go to the meeting tomorrow. OR  
I ~~will~~ can go to the meeting tomorrow.
- My brother wasn't able to call me last night.
- Ken should write us a letter.
- I **had to go** to the store yesterday.
- Susie! You must not ~~to~~ play with matches!
- Would / Could / Can** you please hand me that book?
- Ann couldn't answer my question.
- Shelley can't go to the concert tomorrow.
- Let's go to a movie tonight.
- Don't ~~to~~ interrupt. It's not polite.
- Can you ~~to~~ stand on your head?
- I saw a beautiful dress at a store yesterday, but I couldn't buy it.
- Close the door please. Thank you.
- May I please ~~to~~ borrow your dictionary? Thank you.

## Chapter 14: NOUNS AND MODIFIERS

### EXERCISE 1, p. 405.

- |         |         |          |
|---------|---------|----------|
| 3. ADJ  | 7. ADJ  | 10. NOUN |
| 4. NOUN | 8. NOUN | 11. ADJ  |
| 5. NOUN | 9. ADJ  | 12. NOUN |
| 6. NOUN |         |          |

### EXERCISE 2, p. 406.

- | ADJ              |   | NOUN     |
|------------------|---|----------|
| 2. wise          | → | woman    |
| 3. native        | → | language |
| 4. busy          | → | waitress |
| empty            | → | cup      |
| 5. young         | → | man      |
| heavy            | → | suitcase |
| 6. uncomfortable | → | chair    |
| 7. international | → | news     |
| front            | → | page     |
| 8. wonderful     | → | man      |

### EXERCISE 3, p. 406.

- |              | ADJ |         | NOUN |
|--------------|-----|---------|------|
| 2. new       | →   | CDs     |      |
| music        | →   | store   |      |
| 3. train     | →   | station |      |
| 4. Vegetable | →   | soup    |      |
| 5. movie     | →   | theater |      |
| furniture    | →   | store   |      |
| 6. lunch     | →   | menu    |      |
| 7. traffic   | →   | light   |      |
| 8. business  | →   | card    |      |

### EXERCISE 4, p. 406.

- |         |         |         |
|---------|---------|---------|
| 1. ADJ  | 5. ADJ  | 8. ADJ  |
| 2. NOUN | 6. NOUN | 9. NOUN |
| 3. NOUN | 7. ADJ  | 10. ADJ |
| 4. ADJ  |         |         |

### EXERCISE 5, p. 407.

- |                       |                     |
|-----------------------|---------------------|
| 3. a newspaper story. | 7. a computer room. |
| 4. hotel rooms.       | 8. airplane seats.  |
| 5. an office worker.  | 9. a park bench.    |
| 6. a price tag.       | 10. bean soup.      |

### EXERCISE 6, p. 407.

- |              |             |              |
|--------------|-------------|--------------|
| 2. store.    | 6. soup.    | 10. tickets. |
| 3. class.    | 7. program. | 11. room.    |
| 4. race.     | 8. trip.    | 12. number.  |
| 5. official. | 9. keys.    |              |

### EXERCISE 7, p. 409.

- good television program.
- dangerous mountain road.
- bad automobile accident.
- interesting magazine article.
- delicious vegetable soup.
- funny birthday card.
- narrow airplane seats.

### EXERCISE 8, p. 410.

- |                   |                                   |
|-------------------|-----------------------------------|
| 2. delicious Thai | 7. beautiful long black           |
| 3. small red      | 8. famous old Chinese             |
| 4. big old brown  | 9. thin brown leather             |
| 5. narrow dirt    | 10. wonderful old Native American |
| 6. serious young  |                                   |

### EXERCISE 9, p. 411.

- |               |                 |
|---------------|-----------------|
| 2. Asian      | 7. an important |
| 3. leather    | 8. a polite     |
| 4. an unhappy | 9. coffee       |
| 5. a soft     | 10. Canadian    |
| 6. brick      |                 |

**EXERCISE 11, p. 413.**

3. famous Chinese landmark
4. an honest young man
5. an interesting newspaper article
6. (no change)
7. cold mountain stream
8. favorite Italian food
9. (no change)
10. comfortable old brown leather shoes
11. tiny black insects
12. brown cardboard box
13. (no change)
14. handsome middle-aged man . . . short brown hair
15. an expensive hotel room

**EXERCISE 13, p. 415.**

- |                 |                   |
|-----------------|-------------------|
| 1. cake         | 4. test           |
| 2. keys         | 5. games          |
| 3. jeans; shoes | 6. article; story |

**EXERCISE 14, p. 416.**

- |                  |                         |
|------------------|-------------------------|
| 2. All of        | 7. Most of              |
| 3. Most of       | 8. All of               |
| 4. Some of       | 9. Some of              |
| 5. Almost all of | 10.-13. (free response) |
| 6. Almost all of |                         |

**EXERCISE 15, p. 417.**

- |                  |             |
|------------------|-------------|
| 2. are           | 8. is       |
| 3. was           | 9. is       |
| 4. were          | 10. are     |
| 5. are           | 11. arrive  |
| 6. is            | 12. arrives |
| 7. are . . . are |             |

**EXERCISE 16, p. 418.**

- |         |        |
|---------|--------|
| 1. 100% | 4. 90% |
| 2. 30%  | 5. 70% |
| 3. 50%  | 6. 85% |

**EXERCISE 17, p. 419.**

2. ( . . . ) is one of my classmates.
3. One of my books is red.
4. One of my books has a green cover.
5. ( . . . ) is one of my favorite places in the world.
6. One of the students in my class always comes late.
7. ( . . . ) is one of my best friends.
8. One of my friends lives in ( . . . ) .
9. ( . . . ) is one of the best programs on TV.
10. ( . . . ) is one of the most famous people in the world.
11. One of my biggest problems is my inability to understand spoken English.
12. ( . . . ) is one of the leading newspapers in ( . . . ) .
13. None of the students in my class speaks/speak ( . . . ) .
14. None of the furniture in this room is soft and comfortable.

**EXERCISE 19, p. 421.**

- |        |         |            |
|--------|---------|------------|
| 2. are | 6. is   | 10. lives  |
| 3. is  | 7. have | 11. is/are |
| 4. are | 8. has  | 12. is     |
| 5. is  | 9. live |            |

**EXERCISE 20, p. 421.**

- |        |        |        |
|--------|--------|--------|
| 2. are | 5. is  | 8. is  |
| 3. is  | 6. are | 9. are |
| 4. are | 7. is  | 10. is |

**EXERCISE 21, p. 422.**

1. Some of the homework
2. One of the books
3. None of the children
4. All of the students
5. Half of the class
6. Almost all of the food
7. A lot of the exercises
8. Most of the movie

**EXERCISE 22, p. 422.**

- |        |        |        |
|--------|--------|--------|
| 1. yes | 4. yes | 7. no  |
| 2. no  | 5. no  | 8. yes |
| 3. yes | 6. no  |        |

**EXERCISE 24, p. 423.**

- |             |                 |
|-------------|-----------------|
| 1. anything | 9. nothing      |
| 2. nothing  | 10. anyone      |
| 3. anyone   | 11. No one      |
| 4. no one   | 12. nothing     |
| 5. nothing  | 13. No one      |
| 6. anything | 14. anyone      |
| 7. anything | 15. A: anything |
| 8. nothing  | B: nothing      |

**EXERCISE 25, p. 425.**

- |                       |                         |
|-----------------------|-------------------------|
| 2. something/anything | 12. anything            |
| 3. anything           | 13. something/anything  |
| 4. something          | 14. someone             |
| 5. anything           | 15. anyone              |
| 6. something/anything | 16. anything            |
| 7. someone            | (also possible: anyone) |
| 8. anyone             | 17. anyone              |
| 9. someone            | 18. Someone             |
| 10. someone/anyone    | 19. someone/anyone      |
| 11. something         | 20. anything            |

**EXERCISE 26, p. 426.**

- |                        |                       |
|------------------------|-----------------------|
| 2. book . . . is       | 10. wants             |
| 3. students are        | 11. Do . . . students |
| 4. student is          | 12. Does . . . person |
| 5. teacher . . . gives | 13. Do . . . people   |
| 6. teachers . . . give | 14. Does              |
| 7. child . . . likes   | 15. city . . . has    |
| 8. children . . . know | 16. students . . . is |
| 9. people . . . are    |                       |

### EXERCISE 27, p. 427.

1. I work hard every **day**.
2. I live in an apartment with one of my **friends**.
3. We saw a pretty **flower** garden in the park.
4. Almost **all** of the students are in class today.
5. Every **person** in my class **is** studying English.
6. All of the **big cities** in North America **have** traffic problems.
7. One of my cars **is** dark green.
8. Nadia drives a **small blue** car.
9. Istanbul is one of my favorite **cities** in the world.
10. Every ~~of~~ **student** in the class **has** a grammar book.
11. The work will take a long time. We can't finish **everything** today.
12. Everybody in the world **wants** peace.

### EXERCISE 32, p. 431.

- |               |           |
|---------------|-----------|
| 3. clearly    | 7. easy   |
| 4. clear      | 8. easily |
| 5. careless   | 9. good   |
| 6. carelessly | 10. well  |

### EXERCISE 33, p. 432.

- |              |              |                          |
|--------------|--------------|--------------------------|
| 1. carefully | 7. neat      | 13. quickly              |
| 2. correct   | 8. neatly    | 14. careless             |
| 3. correctly | 9. hard      | 15. early                |
| 4. fast      | 10. hard     | 16. early                |
| 5. quickly   | 11. honestly | 17. loudly               |
| 6. fast      | 12. slowly   | 18. slowly . . . clearly |

### EXERCISE 34, p. 433.

- |            |               |
|------------|---------------|
| 1. well    | 8. easily     |
| 2. fast    | 9. quietly    |
| 3. quickly | 10. beautiful |
| 4. fast    | 11. good      |
| 5. softly  | 12. good      |
| 6. hard    | 13. fluently  |
| 7. late    |               |

### EXERCISE 35, p. 434.

- |      |      |      |
|------|------|------|
| 2. B | 5. C | 7. A |
| 3. D | 6. A | 8. B |
| 4. D |      |      |

### EXERCISE 36, p. 434.

1. Everybody **wants** to be **happy**.
2. One of the **buildings** on Main Street is the post office.
3. I didn't see **anybody** at the mall. OR I **saw** nobody at the mall.
4. At the library, you need to do your work **quietly**.
5. I walk in the park every **day**.
6. Mr. Jones teaches English very **well**.
7. The answer looks **clear**. Thank you for explaining it.
8. Every grammar test **has** a lot of difficult questions.

## Chapter 15: POSSESSIVES

### EXERCISE 1, p. 436.

2. Bob's
3. teachers'
4. mother's
5. parents' (two people) OR parent's (one person)
6. father's
7. girl's
8. girls'
9. Tom's
10. Anita's
11. Alex's
12. students'
13. elephant's
14. monkey's
15. Monkeys'

### EXERCISE 4, p. 438.

- |              |              |
|--------------|--------------|
| 1. Bob's     | 5. friend    |
| 2. Bob       | 6. friend's  |
| 3. teacher's | 7. manager's |
| 4. teacher   | 8. cousin    |

### EXERCISE 5, p. 438.

- |             |                        |
|-------------|------------------------|
| 2. brother  | 7. wife                |
| 3. mother   | 8. mother . . . father |
| 4. children | 9. daughter            |
| 5. sister   | 10. son                |
| 6. mother   |                        |

### EXERCISE 6, p. 439.

- |      |      |       |
|------|------|-------|
| 2. B | 5. A | 8. C  |
| 3. A | 6. C | 9. B  |
| 4. B | 7. B | 10. A |

### EXERCISE 7, p. 440.

- |                |                   |
|----------------|-------------------|
| 2. my friend's | 5. the children's |
| 3. my friends' | 6. the woman's    |
| 4. the child's | 7. the women's    |

### EXERCISE 8, p. 440.

- |              |                         |
|--------------|-------------------------|
| 2. girl's    | 10. brothers'           |
| 3. girls'    | 11. wife's              |
| 4. women's   | 12. dog's               |
| 5. uncle's   | 13. dogs'               |
| 6. person's  | 14. men's               |
| 7. people's  | 15. man's . . . woman's |
| 8. Students' | 16. children's          |
| 9. brother's |                         |

### EXERCISE 9, p. 441.

2. Yuko's
3. classmates'
4. roommate's



5. parents' (two people) OR parent's (one person)
6. people's
7. husband's
8. men's
9. children's
10. father's
11. Rosa's
12. women's

### EXERCISE 10, p. 442.

2. them . . . their . . . theirs
3. you . . . your . . . yours
4. her . . . her . . . hers
5. him . . . his . . . his
6. us . . . our . . . ours

### EXERCISE 11, p. 443.

- |                     |                     |
|---------------------|---------------------|
| 2. a. ours          | 6. a. my            |
| b. theirs           | b. yours            |
| c. Our              | c. Mine . . . my    |
| d. Theirs           | d. Yours . . . your |
| 3. a. Tom's         | 7. a. Our           |
| b. Mary's           | b. Theirs           |
| c. His              | c. Ours             |
| d. Hers             | d. Their            |
| 4. a. mine          | 8. a. Ann's         |
| b. yours            | b. Paul's           |
| c. Mine . . . my    | c. Hers . . . her   |
| d. Yours . . . your | d. His . . . his    |
| 5. a. Jim's         |                     |
| b. Ours             |                     |
| c. His              |                     |
| d. Ours             |                     |

### EXERCISE 12, p. 444.

- |                       |                      |
|-----------------------|----------------------|
| 2. hers               | 8. A: your           |
| 3. A: your            | B: yours . . . yours |
| B: my . . . Mine      | A: Mine              |
| 4. yours              | 9. A: your           |
| 5. theirs. Their      | B: yours             |
| 6. A: our . . . yours | A: Yours             |
| B: Ours               | B: hers              |
| 7. A: your            | A: My . . . His      |
| B: his                |                      |

### EXERCISE 13, p. 446.

- |              |              |
|--------------|--------------|
| 2. are those | 5. are those |
| 3. is this   | 6. are these |
| 4. is that   |              |

### EXERCISE 15, p. 447.

- |          |          |
|----------|----------|
| 2. Whose | 5. Whose |
| 3. Who's | 6. Who's |
| 4. Who's |          |

### EXERCISE 16, p. 447.

- |          |           |
|----------|-----------|
| 1. Who's | 6. Whose  |
| 2. Whose | 7. Who's  |
| 3. Who's | 8. Whose  |
| 4. Who's | 9. Whose  |
| 5. Whose | 10. Who's |

### EXERCISE 17 p. 447.

1. **Who's** that woman?
2. What are those **people's** names?
3. Mr. and Mrs. Swan like **their** apartment.
4. The two **students** study together in the library every afternoon.
5. **Whose** book is this?
6. Those shoes in the bag are **theirs**, not **ours**.
7. My **father's** sister has M.D. and Ph.D. degrees.
8. Did you meet your **children's** teacher?
9. This is **my** pillow and that one is **yours**.

### EXERCISE 18, p. 448.

Engaged	Jack	Jim	Jake	John	Jill	Julie	Joan	Jan
yes			x					x
no	x	x		x	x	x	x	

2. It can't be Joan. She's already married.
3. Clues 3 and 4 work together. It can't be Jill or Jack because they met at Jill's sister's wedding one year ago. The Facts (above) say that the engaged couple met just five months ago.
4. See Clue 3. So far, the answers are "no" for Julie, Joan, Jill, and Jack. Since there is only one woman left, Jan must be the engaged woman.
5. Clues 5 and 7 work together. Jan's boyfriend is a medical student, so that rules out Jim (a computer-science student).
6. (*unnecessary clue*)
7. See Clue 5.
8. (*unnecessary clue*)
9. It can't be John, since Jan doesn't love him. The only man left is Jake. Jan and Jake are the engaged couple.

## Chapter 16: MAKING COMPARISONS

### EXERCISE 1, p. 449.

- |         |         |
|---------|---------|
| 1. Yes. | 4. Yes. |
| 2. No.  | 5. No.  |
| 3. Yes. | 6. Yes. |

### EXERCISE 2, p. 450.

3. C is different from D
4. B is the same as D.
5. B and D are the same
6. C and D are different.

7. A and F are the same.
8. F and G are similar.
9. F is similar to G.
10. G is similar to A and F, but different from C.

### EXERCISE 3, p. 450.

1. yes                      5. yes
2. yes                      6. yes
3. no                        7. no
4. yes

### EXERCISE 4, p. 451.

1. A rectangle is similar **to** a square.
2. Pablo and Rita come from **the** same country.
3. Girls and boys are **different**. Girls are different **from** boys.
4. My cousin is the same age **as** my brother.
5. Dogs are similar **to** wolves.
6. Jim and I started to speak at **the** same time.

### EXERCISE 5, p. 451.

1. Figures 1, 4, 8, and 10 are the same.  
Figures 3 and 5 are the same.  
Figures 2, 7, and 9 are the same.
2. 6 is different from all the rest.
3. (Seven.)
4. Nine.
5. Eleven.

### EXERCISE 7, p. 452.

2. like . . . alike                      6. alike
3. alike                                      7. alike
4. like                                        8. like
5. like

### EXERCISE 9, p. 454.

2. smaller than                      9. more expensive than
3. bigger than                        10. sweeter than
4. more important than            11. hotter than
5. easier than                        12. better than
6. more difficult than            13. worse than
7. longer than                        14. farther/further than
8. heavier than

### EXERCISE 10, p. 455.

2. deeper than                        11. better than
3. more important than            12. longer than
4. lazier than                        13. more intelligent than
5. taller than                        14. shorter than
6. heavier than                       15. worse than
7. more difficult than            16. farther/further . . . than
8. hotter than                        17. stronger than
9. thinner than                       18. curlier than
10. warmer . . . than               19. more nervous . . . than

### EXERCISE 13, p. 457.

1. cold                                  7. safer
2. colder                                8. safe
3. colder                                9. safer
4. happier                              10. fresh
5. happy                                11. funny
6. happy                                12. funnier

### EXERCISE 14, p. 458.

2. sweeter than                      8. higher than
3. colder/warmer/hotter than    9. brighter than
4. more comfortable than        10. more expensive than
5. cheaper than                      11. easier than
6. faster than                        12. more important than
7. more intelligent than

### EXERCISE 19, p. 461.

COMPARATIVE	SUPERLATIVE
2. smaller (than)	the smallest (of all)
3. heavier (than)	the heaviest (of all)
4. more comfortable (than)	the most comfortable (of all)
5. harder (than)	the hardest (of all)
6. more difficult (than)	the most difficult (of all)
7. easier (than)	the easiest (of all)
8. hotter (than)	the hottest (of all)
9. cheaper (than)	the cheapest (of all)
10. more interesting (than)	the most interesting (of all)
11. prettier (than)	the prettiest (of all)
12. stronger (than)	the strongest (of all)
13. better (than)	the best (of all)
14. worse (than)	the worst (of all)
15. farther/further (than)	the farthest/the furthest (of all)

### EXERCISE 20, p. 462.

2. the longest
3. the most interesting
4. the highest
5. the tallest
6. the biggest
7. the shortest
8. the farthest/the furthest
9. the most beautiful
10. the worst
11. the best
12. the most comfortable
13. fastest
14. the best
15. the largest
16. the smallest
17. the most expensive
18. the easiest
19. the most important
20. the most famous

**EXERCISE 21, p. 464.**

1. no                      6. no
2. yes                    7. yes
3. yes                    8. yes
4. yes                    9. no
5. yes                    10. yes

**EXERCISE 22, p. 464.**

4. older than
5. older than
6. younger than
7. the oldest
8. Alice
9. Linda
10. Karen . . . Linda . . . Alice

*Sample completions:*

11. Mike is the weakest.
12. Joe is stronger than Mike.
15. A car is more expensive than a bike.
19. Carol's test/grade is the best/the highest.
20. Mary's test/grade is the worst/the lowest.
23. *Love in the Spring* is more interesting than *Introduction to Psychology* (to me).
24. *Murder at Night* is more boring than *Love in the Spring* (to me).

**EXERCISE 23, p. 467.**

1. longer than
2. the longest
3. larger than
4. the largest
5. the highest
6. higher than
7. bigger than
8. smaller than
9. the largest
10. bigger than
11. larger than
12. better . . . than
13. the best
14. more comfortable than . . . the most comfortable
15. easier than . . . the easiest
16. worse

**EXERCISE 24, p. 468.**

1. more expensive
2. prettier
3. short
4. the nicest
5. small
6. the biggest
7. bigger than
8. longer than
9. long
10. the cheapest

**EXERCISE 25, p. 469.***Sample sentences:*

4. New York is one of the biggest cities in the world.
5. The Grand Canyon is one of the most beautiful places in the world.
6. ( . . . ) is one of the nicest people in our class.
7. The Yangtze River is one of the longest rivers in the world.
8. ( . . . ) is one of the best restaurants in (*this city*).
9. The Taj Mahal is one of the most famous landmarks in the world.
10. The fall of the Roman Empire was one of the most important events in the history of the world.

**EXERCISE 26, p. 470.***Sample sentences:*

1. Hong Kong is one of the largest cities in Asia.
2. Texas is one of the largest states in the United States.
3. Paris is one of the most beautiful cities in the world.
4. ( . . . ) is one of the tallest people in our class.
5. San Francisco is one of the best places to visit in the world.
6. ( . . . ) is one of the most famous people in the world.
7. Good health is one of the most important things in life.
8. ( . . . ) is one of the worst restaurants in (*this city*).
9. ( . . . ) is one of the most famous landmarks in ( . . . ).
10. ( . . . ) is one of the tallest buildings in (*this city*).
11. Boxing is one of the most dangerous sports in the world.
12. Famine is one of the most serious problems in the world.

**EXERCISE 28, p. 471.****PART I.**

1. C
2. A
3. A
4. B

**PART II.**

5. C
6. A

**PART III.**

7. C
8. B

**PART IV.**

9. (1) Asia
- (2) Africa
- (3) North America
- (4) Antarctica
- (5) South America
- (6) Europe
- (7) Australia

**PART V.**

10. D
11. A
12. A
13. A

**PART VI.**

14. A
15. A
16. B
17. A
18. A
19. A



**EXERCISE 29, p. 475.**

- |                   |                       |
|-------------------|-----------------------|
| 2. cold           | 10. smart/intelligent |
| 3. dirty          | 11. invisible         |
| 4. light          | 12. wrong             |
| 5. dark           | 13. wet               |
| 6. comfortable    | 14. empty             |
| 7. wide           | 15. clear             |
| 8. hard/difficult | 16. clean             |
| 9. bad            | 17. hard              |

**EXERCISE 30, p. 476.**

- |           |                      |
|-----------|----------------------|
| 1. short  | 5. slow              |
| 2. big    | 6. strong            |
| 3. quiet  | 7. cheap/inexpensive |
| 4. pretty | 8. lazy              |

**EXERCISE 31, p. 476.**

- |            |             |
|------------|-------------|
| 2. is      | 12. didn't  |
| 3. aren't  | 13. doesn't |
| 4. was     | 14. does    |
| 5. weren't | 15. wasn't  |
| 6. do      | 16. didn't  |
| 7. can't   | 17. can     |
| 8. won't   | 18. will    |
| 9. isn't   | 19. won't   |
| 10. are    | 20. will    |
| 11. does   | 21. were    |

**EXERCISE 32, p. 477.**

- |            |           |
|------------|-----------|
| 1. doesn't | 6. is     |
| 2. can't   | 7. wasn't |
| 3. did     | 8. didn't |
| 4. were    | 9. won't  |
| 5. do      | 10. will  |

**EXERCISE 36, p. 480.**

- |                          |                        |
|--------------------------|------------------------|
| 2. more quickly than     | 9. the earliest        |
| 3. more beautifully than | 10. better than        |
| 4. the most beautifully  | 11. the best           |
| 5. harder than           | 12. more clearly than  |
| 6. the hardest           | 13. more fluently than |
| 7. more carefully than   | 14. the most fluently  |
| 8. earlier than          |                        |

**EXERCISE 37, p. 481.**

- |                        |                        |
|------------------------|------------------------|
| 2. more beautiful than | 10. the best           |
| 3. neater than         | 11. longer             |
| 4. the neatest         | 12. later than         |
| 5. more neatly than    | 13. the most clearly   |
| 6. the most neatly     | 14. sharper than       |
| 7. more clearly than   | 15. more artistic than |
| 8. better than         | 16. more slowly than   |
| 9. better than         |                        |

**EXERCISE 38, p. 482.**

- |                        |                     |
|------------------------|---------------------|
| 1. faster than         | 6. more loudly than |
| 2. the fastest         | 7. more slowly than |
| 3. harder than         | 8. heavier than     |
| 4. the hardest         | 9. clearer than     |
| 5. more dangerous than | 10. more clearly    |

**EXERCISE 39, p. 482.**

- |      |      |      |
|------|------|------|
| 2. B | 5. A | 8. A |
| 3. C | 6. D | 9. D |
| 4. B | 7. B |      |

**EXERCISE 40, p. 483.**

1. Your pen is **like** mine.
2. Kim's coat is similar **to** mine.
3. Jack's coat is **the same as** mine.
4. Soccer balls are different **from** basketballs.
5. Soccer is one of **the** most popular sports in the world.
6. Green sea turtles live **longer** than elephants.
7. My grade on the test was **worse than** yours. You got a ~~more~~ better grade.
8. A monkey is **more intelligent** than a turtle.
9. Pedro speaks English more **fluently** than Ernesto.
10. Professor Brown teaches full-time, but her husband **doesn't**.
11. Robert and Maria aren't **the same age**. Robert is **younger** than Maria.
12. A blue whale is **larger than** an elephant.
13. The exploding human population is the **greatest** threat to all forms of life on earth.
14. The Mongol Empire was the **biggest** land empire in the entire history of the world.



# Index

<b><i>A/an</i></b> , 2, 4, 183 ( <i>Look on pages 2, 4, and 183.</i> )	The numbers following the words listed in the index refer to page numbers in the text.
Consonants, 2 <i>fn.</i> ( <i>Look at the footnote on page 2.</i> )	The letters <i>fn.</i> mean “footnote.” Footnotes are at the bottom of a chart or the bottom of a page.

## A

***A/an***, 2, 4, 183

vs. *some*, 185

***Able to***, 365, 398–399

***A couple of***, 305

Adjectives (*good, beautiful*), defined, 12,  
161, 405

vs. adverbs, 431

*be* + adjective, 12, 21, 161

comparative (*-er/more*), 454

following linking verbs, 428

list of, 161

possessive (*my, his, our*), 33, 442

superlative, 461, 469

with *very*, 368

word order of, 410

Adverb clause, 334

Adverbs:

vs. adjectives, 431

in comparisons, 480

of frequency, 56, 59

***A few***, 305

***A few/a little***, 195

***After***, 273, 334

***Ago***, 225, 301, 305

***Alike*** vs. ***like***, 452

(***Almost***) ***all of***, 415, 417

***A lot of***, 181

***Always, usually, often, sometimes, seldom, rarely, never***, 56, 59

***Am, is, are***:

*am, is, are* + *-ing*, 278

future, 294

negative, 10, 99, 106

in questions, 106

simple present, 4, 10, 21, 24, 28

verb summary of, 318

***And***, 4

***Any***, 205

***Anyone/anything***, 423–424

Apostrophe, 436, 439

defined, 8 (SEE ALSO Contractions)

Articles (*a, an, the*), 2, 4, 183, 199, 203

***At***:

for place, 18, 134, 374

for time, 123

## B

***Be***:

*be* + adjective, 12, 21, 161

*be* + *-ing*, 92, 278

*be* + noun, 2, 4, 7, 21

*be* + place, 18, 21, 28, 128

*be* + prepositional phrase, 18

contractions with, 8, 24, 38, 42,  
128, 214  
question forms with, 24, 28, 74, 82, 102,  
106, 216  
simple past (*was, were*), 213–214,  
316, 318  
simple present (*am, is, are*), 4, 10, 21,  
24, 28, 316, 318  
*there + be*, 128, 130, 133  
*what/who + be*, 42  
*where + be*, 28, 82, 102  
**Be able to**, 365, 398–399  
**Before**, 273, 334  
**Be going to**, 294, 316, 318, 334, 339,  
398–399  
**But**, 475–476

## C

**Can**, 398–399  
ability/possibility, 354, 365  
*can* vs. *can't*, pronunciation, 356  
in questions, 357, 391  
Capital letters, 158*fn.*  
Clauses, defined, 273  
adverb, 334  
future time, 334  
with *if*, 336, 339  
of time, 273, 276  
with *when*, 276, 282, 284  
with *while*, 281–282  
Colon, 121*fn.*  
Comma, 273*fn.*, 281, 334, 475  
Comparatives (*-er/more*), 454, 480  
Comparisons:  
with adverbs, 480  
*but*, 475–476  
*-er/more*, 454, 480  
*-est/most*, 461, 480  
*like* vs. *alike*, 452  
*same, similar, different*, 449  
Consonants, 2, 97*fn.*  
Continuous present, 92*fn.*  
Contractions, defined, 8  
negative, 69, 231, 310, 354  
with *not* (SEE *Negatives*)  
in questions, 42  
in short answers, 312*fn.*

with *will*, 310  
with *would*, 146  
Contractions of **be**:  
with *not*, 10, 25, 214  
with pronouns, 8, 25  
with question words, 42  
in short answers, 25, 216  
with *that*, 38  
with *there*, 128

**Could**, 398–399  
past of *can*, 362  
in polite questions, 391, 393  
Count/noncount nouns, 181, 191,  
195, 203

## D

**Did**:  
in the negative, 231  
in questions, 234, 260, 342  
**Different (from)**, 449  
**Do/does**, 64  
in the negative, 69, 106, 383  
in questions, 74, 78, 80, 82, 106, 342

## E

**-Ed**, 221  
**-Er/more**, 454, 480  
**-Est/most**, 461, 480  
**Every**, 53, 426  
**Everyone/everybody**, 426  
Expressions of place, 374 *fn.*  
Expressions of quantity, 415, 417, 419

## F

Feminine pronouns, 7  
Frequency adverbs, 56, 59  
**From . . . to**, 123  
Full stop, 52  
Future time:  
*be going to*, 294  
clauses, 334  
with *if*, 336, 339  
future time words, 301, 305, 307  
using present progressive, 299  
summary of forms, 316, 318  
*will*, 310

## G

Generalizations, 203

**Go/Goes**, 64

**Going to**, with *be*, 294, 316, 318, 334,  
339, 398–399

**Good vs. will**, 431

## H

Habitual present, 53, 106, 339

**Has to/have to**, 383, 398–399

**Have/has**, 30, 64

**Hear** and **listen to**, 114

Helping verbs, 69, 92, 398

**How many**, 133

## I

**I, you, he, she, it, we, they**, 7 8, 164,  
213–214, 221, 231, 379

**If**-clause, 336

habitual present with, 339

Imperative sentences, 395

**In**:

for future time, 305

for place, 134, 374

for time, 123

Indefinite pronouns, 423–424

Infinitives, defined, 143, 294*fn*.

with *be able*, 365, 398–399

with *be going*, 294, 316, 318, 334,  
398–399

with *have/has*, 383, 398–399

following verbs, 143, 146

Information questions, defined, 78

with *be*, 82, 216

with *do/does/did*, 74, 78, 80, 82, 234, 260

**-Ing**:

*be* + *-ing*, 92, 99

spelling, 97

Irregular noun plurals, 173

possessive form, 439

Irregular singular verbs (*has, does, goes*),  
64, 66

Irregular verbs:

groups (1–7), 227, 238, 241, 244, 264,  
266, 269

introduction, 64

list, 227, 487

**Is** + noun, 2, 7, 21, 24–25

**It**:

for time, 121

for weather, 125

## K

**Know how to**, 360

## L

**Last**, 225, 301

**Let's**, 402

**Like** vs. **alike**, 452

**Like** vs. **would like**, 148

Linking verbs, 428

Location, 134*fn*.

## M

Main clauses, 273

**Many/much**, 195

with *how*, 133

Masculine pronouns, 7

**May**, 398–399

in polite questions, 391

possibility, 325

**Maybe** vs. **may be**, 327

**Me, you, him, her, it, us, them**, 164

Measurements with noncount nouns, 191

**Might**, 325, 398–399

**Mine, yours, his, hers, our, theirs**, 442

Modal auxiliaries, 398

**More**:

comparative, 454

in future time, 305

**More/-er**, 454

**Most/-est**, 461

**Most of**, 415

**Must**, 387, 398–399

**My, your, his, her, our, their**, 33, 442

## N

**Need**, 143

Negatives:

*am/is/are* + *not*, 10, 294, 316, 318

*can* + *not*, 354

*could* + *not*, 362

*did* + *not*, 231

*does/do* + *not*, 69, 106, 395

*may/might* + *not*, 325  
*should* + *not*, 379  
*was/were* + *not*, 214  
*will* + *not*, 310, 312, 316, 318

**Next**, 301

Nonaction verbs, 111, 114

Noncount nouns, 181, 191, 195, 203

**None of**, 419

**No one/nothing**, 423

**Not** (SEE Negatives)

Nouns:

*be* + *noun*, 2, 4, 7, 21, 24–25  
count/noncount, 181, 191, 195, 203  
irregular plural:  
    forms, 173  
    possessives, 439  
modifying other nouns, 405  
as object, 158  
possessive, 436, 439  
singular/plural, 2, 4, 168, 173  
as subject, 12*fn.*, 21, 158

## O

Object pronouns, 164

Objects and subjects, 158

**On:**

    for place, 134  
    for time, 123

**One of**, 419, 469

## P

Past time:

    with *be*, 213  
    clauses, 282  
    past progressive, 278, 281, 284  
    past time words, 225, 301, 305, 307  
    simple past, 221, 227, 231, 234, 252,  
        284, 316, 318

Period, 24

**Please**, 391, 393, 395

Plural, defined, 4

Plural nouns, 4, 7, 168, 173

Polite questions, 391, 393

Possessive:

    adjectives (*my, his, our*), 33, 442  
    nouns, 436, 439  
    pronouns, 442

Prepositional phrase, defined, 18

Prepositions:

    followed by an object, 18, 134, 158, 273  
    *in* for future, 301, 305  
    list of, 18, 135  
    location, 134*fn.*  
    place, 18, 21, 28, 128, 134  
    time, 123, 273, 301

Present progressive, 92, 278

    negative, 99  
    in questions, 102  
    vs. simple present, 106  
    verbs not used in, 111, 114

Present time, 53, 69

    habitual present, 53, 106, 339  
    present continuous/continuous  
        present, 92*fn.*  
    present progressive, 92, 102, 106, 111,  
        299, 278, 316  
    present time words, 307  
    simple present, 53, 78, 80, 106,  
        316, 318  
    with *be*, 4, 10, 21, 24, 28  
    in *if*-clauses, 336, 339  
    negative, 69  
    question forms, 74  
    in time clauses, 334

Pronouns, defined, 7

    feminine/masculine, 7  
    indefinite (*someone, anything*), 423–424  
    object (*me, them*), 164  
    possessive, 442  
    subject (*I, they*), 7–8, 164, 213–214,  
        221, 231

Pronunciation:

*can/can't*, 356  
    *-s/-es*, 61, 63, 66

Punctuation:

    apostrophe, 8, 436  
    colon, 121*fn.*  
    comma, 273*fn.*, 281, 334, 475  
    full stop, 52*fn.*  
    period, 24  
    question mark, 24

## Q

Quantity, expressions of, 415, 417, 419

Question mark, 24

## Questions:

- about time, 252, 276
- with *be*, 24, 28, 74, 102, 216
- with *be* + *going to*, 294, 316, 318
- with *can*, 357
- with *could*, 362, 391, 393
- with *did*, 234, 260
- with *do/does*, 74, 78, 80, 82, 106, 383
- information, 78
- polite, 391, 393
- with *there is/there are*, 130, 133
- with *whose*, 446
- with *will*, 312, 316, 318
- yes/no, 78 (SEE ALSO Question words;  
Yes/no questions)

## Question words, 42

- how many*, 133
- what*, 42, 80*fn.*, 82, 257, 260
- what time*, 80, 82, 252, 312
- when*, 80, 82, 252, 276, 312, 357
- where*, 28, 78, 80*fn.*, 102, 252, 312, 357
- who*, 42, 80*fn.*, 82, 257, 260
- who(m)*, 260
- why*, 80*fn.*, 102, 252

## S

### -S/-es:

- plural nouns, 4, 7, 168
- possessive nouns, 436
- simple present verbs, 53, 66
- spelling and pronunciation, 61, 63, 66

### **Same, similar, different**, 449

### **See, look at, watch**, 114

Short answers, 25, 216, 234, 252,  
257, 312*fn.*

### **Should**, 379, 398–399

- vs. *must*, 387

### **Similar (to)**, 449

### Simple past, 213, 221

- irregular verbs, 227, 487
- vs. past progressive, 284
- questions, 216, 234, 252
- summary of forms, 316, 318

### Simple present, 53, 66

- with *be*, 4, 10, 21, 24, 28
- in *if*-clauses, 336
- negative, 69
- vs. present progressive, 106

present time words, 307

questions, 74, 78, 80

summary of forms, 316, 318

in time clauses, 334

### Singular nouns, 168

- defined, 2
- with pronouns, 7, 53

### **Some**, 181

vs. *a/an*, 185

vs. *any*, 205

### **Some of**, 415, 417

### **Someone/something**, 424

### Spelling:

- ing*, 97
- s/-es*, 61, 63, 66

Subject, defined, 12*fn.*, 21

Subject pronouns, 7–8, 164, 213–214,  
221, 231

Subjects and objects, 158

Subject-verb agreement, 417

Superlatives, (*most/-est*), 461, 469, 480

## T

### Tenses:

future, 294, 299, 301, 305, 307, 310,  
334, 336, 339

past progressive, 278, 281, 284

present continuous/continuous  
present, 92*fn.*

present progressive, 92, 102, 106, 278,  
299, 316

simple past, 213, 221, 227, 231, 234,  
252, 284, 301, 305, 307, 316, 318

simple present, 53, 69, 307, 316, 318  
in time clauses, 334

### **Than**, 454

### **The**, 199, 203, 374*fn.*

### **The same as**, 449

### **There is/there are**, 128

in questions, 130, 133

### **These/those**, 40

### **Think about** and **think that**, 117

### **This morning/afternoon, etc.**, 307

### **This/that**, 38

### Time:

- asking questions about, 252
- clauses, 273, 276, 281, 334, 339
- prepositions of, 123, 273, 301



present/past/future words, 301, 305, 307  
using *it*, 121  
ways of saying, 123  
(SEE ALSO Tenses)  
Time clauses, 273, 276  
**To**, 373 (SEE ALSO Infinitives)  
**Today, tonight, this morning, etc.**, 307  
**Tomorrow**, 301  
**Too**, 368  
**Two** vs. **too** vs. **to**, 373

## V

Verbs:

agreement with subject, 417  
after *but*, 476  
helping, 69, 92  
irregular, 64, 227, 238, 241, 244, 264,  
266, 269, 487  
linking, 428  
modal auxiliaries, 398–399  
not used in the present progressive,  
111, 114  
tense summary, 316  
forms of *be*, 318  
transitive/intransitive, 158*fn.*  
(SEE ALSO Tenses and individual items)

**Very**, 368

Voiced and voiceless sounds, 66

Vowels, 2*fn.*, 66*fn.*, 97*fn.*

## W

**Want**, 143

**Was/were**, 213–214, 216, 278

Weather, talking about, 125

**Well** vs. **good**, 431

**What**, 42, 80*fn.*, 82, 102, 257, 260

**What** + a form of *do*, 82, 342

**What time**, 80, 82, 252, 312

**When**, 80, 82, 252, 276, 312, 334, 357

**When**-clause, 284

**Where**, 28, 78, 80*fn.*, 82, 102, 216, 252,  
312, 357

**While**, 281

**Who**, 42, 80*fn.*, 257, 260

**Who(m)**, 260

**Who** vs. **whose**, 446

**Why**, 80*fn.*, 102, 252

**Will**, 310, 312, 316, 398–399  
vs. *may/might*, 325

**Would**, 398–399  
in polite questions, 393

**Would like**, 146  
vs. *like*, 148

## Y

**-Y**, words that end in, 4, 66, 168

Yes/no questions:

with *be going to*, 294, 316, 318

with *can*, 357, 391

with *could*, 391, 393

with *did*, 234, 260

with *does/do*, 74, 78

with *is/are*, 24–25

present progressive, 92, 102, 111

with *may*, 391

short answers to, 25

*there* + *be*, 130

with *was/were*, 216

with *will*, 312, 316, 318

with *would*, 393

with *would like*, 146

**Yesterday, last, ago**, 225, 301

# **BASIC ENGLISH GRAMMAR with ANSWER KEY Third Edition**

*Betty Schramper Azar*

*Stacy A. Hagen*

*Basic English Grammar* is a classic developmental skills text for beginning students of English as a second or foreign language.

While keeping the same basic approach and material as in earlier editions, the third edition more fully develops communicative and interactive language-learning activities. Some of the new features are:

- Greatly increased speaking practice through extensive use of pair and group work
- The addition of structure-focused listening exercises throughout
- Audio CDs and listening script in the back of the Student Book
- More activities that provide "real communication" opportunities in the real-time, real-place context of the classroom
- Available with or without Answer Key
- New separate BEG Workbook devoted solely to self-study exercises

**BASIC ENGLISH GRAMMAR, Third Edition**, includes:

*Student Book*, now with Audio CDs

**Full International Edition with Answer Key and CDs: ISBN 0-13-195734-1**

Full International Edition without Answer Key, with CDs: ISBN 0-13-195733-3

Volume A: ISBN 0-13-184939-5

Volume B: ISBN 0-13-184940-9



*Workbook*, consisting of self-study exercises for independent work

Full Edition: ISBN 0-13-184934-4

Volume A: ISBN 0-13-184935-2

Volume B: ISBN 0-13-184936-0

*Teacher's Guide*, with teaching suggestions, grammar notes, and answers

ISBN 0-13-184929-8

*Student Book Answer Key*

ISBN 0-13-189121-9



Azar/Grammar Exchange Companion website

<http://www.longman.com/azar>

<http://www.longman.com/grammarexchange>



**PEARSON**  
**Longman**

